



**A CASE STUDY ON STUDENTS' ANXIETY IN THE
IMPROMPTU DEBATE IN ENGLISH CLUB
AT SMAN 8 PEKANBARU**

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau in
partial fulfilment of the requirements for the degree of
Magister in English Education



BY

FINOLA NUSFIANSKA

SRN: 21790125721

**POST GRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU**

1441 H / 2020 M

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengacu pada sumbernya.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





UIN SUSKA RIAU

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA

كلية الدراسات العليا

THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO. BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Lembaran Pengesahan

Nama : Finola Nusfiansa
Nomor Induk Mahasiswa : 21790125721
Gelar Akademik : M.Pd (Magister Pendidikan)
Judul : A Case Study On Students' Anxiety In The
Impromptu Debate In English Club At SMAN 8
Pekanbaru

Tim Penguji:

Dr. Andi Murniati, M. Pd
Penguji I/Ketua

Dr. Idris, M. Ed.
Penguji II/Sekretaris

Abdul Hadi, S.Pd., MA., Ph.D.
Penguji III

Dr. Hj. Zulhidah, M. Pd.
Penguji IV

Tanggal Ujian/Pengesahan

9 Juli 2020

EXAMINERS' APPROVAL SHEET

The thesis entitled "A Case Study of Students' Anxiety in the Impromptu Debate in English Club at SMAN 8 Pekanbaru", written by:

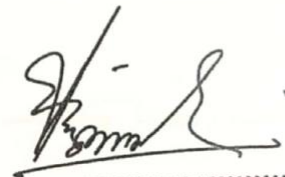
Name : Finola Nusfiansa
Student Number : 21790125721
Program of Study : Islamic Education
Field of Study : English Education

has been corrected and revised based on the feedbacks provided by the thesis examiners' team in the final exam held on Thursday, July 9th 2020.

Approved by:

Examiner I

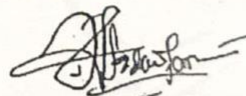
Abdul Hadi, MA, Ph.D
NIP. 1973011182000031001



.....
Date: September 24th, 2020

Examiner II

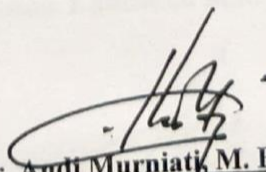
Dr. Hj. Zulhidah, M.Pd
NIP. 196604231994032001



.....
Date: September 24th, 2020

Acknowledged by:

Head of Islamic Education Study Program



Dr. Andi Murniati, M. Pd
NIP. 19650817 199402 2 001

SUPERVISOR'S APPROVAL SHEET

The thesis entitled "A Case Study of Students' Anxiety in the Impromptu Debate in English Club at SMAN 8 Pekanbaru", written by:

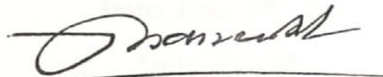
Name : Finola Nusfiansa
Student Number : 21790125721
Program of Study : Islamic Education
Field of Study : English Education

has been corrected and revised based on the feedbacks provided by the thesis supervisors' team in the final exam held on Thursday, July 9th 2020.

Approved by:

Supervisor I

Dr. Marzuki, M.Ed., M.A
NIP. 19550204 198903 1 001



.....
Date: September 24th, 2020

Supervisor II

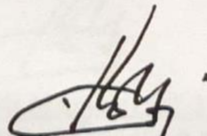
Dr. Bukhori, S.Pd.I., M.Pd
NIP. 19790512 200710 1 001



.....
Date: September 24th, 2020

Acknowledged by:

Head of Islamic Education Study Program



Dr. Andi Murniati, M. Pd
NIP. 19650817 199402 2 001

APPROVAL SHEET

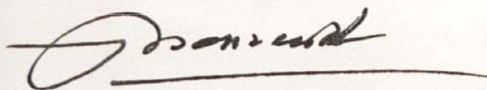
The thesis entitled "A Case Study of Students' Anxiety in the Impromptu Debate in English Club at SMAN 8 Pekanbaru", written by:

Name : Finola Nusfiansa
Student Number : 21790125721
Program of Study : Islamic Education
Field of Study : English Education

has been approved to be defended in the final exam to be held by Postgraduate Program UIN Suska Riau

Date: June 8th, 2020

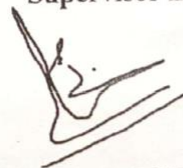
Supervisor I



Dr. Marzuki, M.Ed., M.A
NIP. 19550204 198903 1 001

Date: June 8th, 2020

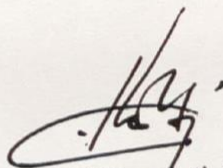
Supervisor II



Dr. Bukhori, S.Pd.I., M.Pd
NIP. 19790512 200710 1 001

Acknowledged by:

Head of Islamic Education Study Program



Dr. Andi Murniati, M. Pd
NIP. 19650817 199402 2 001

Dr. Marzuki, M.Ed, MA
The Lecturer of Postgraduate Program
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE

Reference: The Thesis of Finola Nusfiansa

To: Director of Postgraduate Program
State Islamic University Sultan
Syarif Kasim Riau
Pekanbaru

Assalamu'alaikum wr.wb

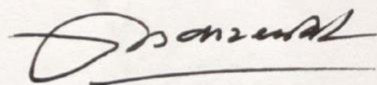
Having read, analyzed, corrected, and revised, the thesis of:

Name	: Finola Nusfiansa
Student Number	: 21790125721
Program of Study	: Islamic Education
Concentration	: English Education
Title	: A Case Study of Students' Anxiety in the Impromptu Debate in English Club at SMAN 8 Pekanbaru

has been approved to be examined at a thesis seminar of Postgraduate Program State
Islamic University, Sultan Syarif Kasim Riau.

Pekanbaru, June 8th 2020

Supervisor I,



Dr. Marzuki, M.Ed., M.A
NIP. 19550204 198903 1 001

Dr. Bukhori, S.Pd.I., M.Pd
The Lecturer of Postgraduate Program
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE

Reference: The Thesis of Finola Nusfiansa

To: Director of Postgraduate Program
State Islamic University Sultan
Syarif Kasim Riau
Pekanbaru

Assalamu'alaikum wr.wb

Having read, analyzed, corrected, and revised, the thesis of:

Name	: Finola Nusfiansa
Student Number	: 21790125721
Program of Study	: Islamic Education
Concentration	: English Education
Title	: A Case Study of Students' Anxiety in the Impromptu Debate in English Club at SMAN 8 Pekanbaru

has been approved to be examined at a thesis seminar of Postgraduate Program State Islamic University, Sultan Syarif Kasim Riau.

Pekanbaru, June 8th 2020

Supervisor II,



Dr. Bukhori, S.Pd.I., M.Pd
NIP. 19790512 200710 1 001

STATEMENT OF ACADEMIC INTEGRITY

I, the undersigned,

Name : Finola Nusfiansa
Student Number : 21790125721
Place of Birth : Pekanbaru
Date of Birth : January 14th, 1994
Program of Study : Islamic Education
Field of Study : English Education

State that the thesis I have written entitled "A Case Study of Students' Anxiety in the Impromptu Debate in English Club at SMAN 8 Pekanbaru" to meet one of the requirements for a Master Degree at the Postgraduate Program in UIN Suska Riau is my own work, whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethics on scientific writing.

If later discovered, however, that all or some parts of the thesis are not my own word or I have committed plagiarism, I take the consequence my degree is removed as well as taking other sanction according to the existing law.

Pekanbaru, June 25th, 2020



Finola Nusfiansa

SRN. 21790125721

ACKNOWLEDGEMENTS



Alhamdulillah rabbil'alamin, in the name of Allah, the most gracious and the most merciful, praise belongs to Allah Almighty, the Lord of the Universe. Through His guidance and His blessing, the writer finally completed this academic requiremen. *Sholawat and Salam* is addressed to the Prophet Muhammad (peace be upon him).

I believe that the writing up of this final project could not be completed without any help of others whose names cannot be mentioned one by one. Therefore, I would like to extend my gratitude and appreciation to the following persons:

1. Prof. Dr. KH. Ahmad Mujahidin, S. Ag., M. Ag, Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Prof. Dr. H. Afrizal M, MA, Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
3. Dr. Hj. Andi Muniarti, M. Pd, Chairperson of Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau and all staffs for the kindness, services and advice during the accomplishment of this thesis.
4. Dr. Marzuki, M. Ed, MA, my first supervisor, and Dr. Bukhori, S.Pd.I., M.Pd, my second supervisor, for their invaluable supervision for the accomplishment of the writing up of this thesis.

5. All lecturers of the Postgraduate Program who have given me meaningful knowledge during the course and all friends for their motivation and togetherness during my study.
6. My beloved parents, H. Mainus Hanri and Hj. Yunelfi, M.Pd, for their loves and affections, useful supports for me to accomplish this thesis soon.
7. My beloved sister, Finanta Okmayura, S.T, M.Kom (Kak Ina), my oldest sister, Adilah Salsabila (Bella), my younger sister and Fariha Najwah (Najwa), my youngest sister. They always support me both materially and spiritually.
8. My lovely best friends Nurul Aini, S.Pd and Shenja Gladys Rulyta, S.S., M.Pd for their motivation and support during my study.

Finally, I realize that this thesis is still far from being perfect. Therefore, constructive comments, critiques and suggestions are appreciated very much. May Allah almighty, the Lord of the universe bless them all. Aamiin.

Pekanbaru, Juneth, 2020

The writer,

Finola Nurfiansa, M.Pd
SRN. 21790125721

LIST OF CONTENTS

ACKNOWLEDGEMENT	i
LIST OF CONTENTS	iii
LIST OF DIAGRAMS	vi
LIST OF TABLES	vii
ABSTRACT	viii
CHAPTER 1 INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of the Problem	7
1.3 The Limitation of the Problems	12
1.4 The Objectives of the Research	12
1.5 The Question of Research	13
1.6 The Significance of the Research.....	13
1.6.1 Theoretical Benefit	13
1.6.2 Practical Benefit	13
1.7 The Definition of The Key Terms.....	14
1.7.1 Anxiety.....	15
1.7.2 Impromptu Debate	15
1.7.3 English Club	15
CHAPTER II THEORETICAL FRAMEWORK	
2.1 The Nature of Anxiety.....	16
2.2 Types of Anxiety.....	18
2.3 Levels of Anxiety.....	20
2.4 Aspect of Anxiety	22
2.5 Speaking Anxiety.....	23
2.6 Types of Speaking Anxiety in Impromptu Debate	25
2.7 Impact of Language Anxiety on Foreign Language Learning.....	28
2.8 The Factors Affecting of Studentss' Anxiety in Speaking English ...	30
2.9 How to Measure Speaking Anxiety	32
2.10 The Nature of Impromptu Debate	35



2.11 English Club	38
2.12 The Nature of Speaking	39
2.13 The Components of Speaking Ability	41
2.14 Types of Speaking	43
2.15 Elements of Speaking	44
2.16 The Importance of Speaking	46
2.17 English Club	47
2.18 The Advantages and Disadvantages of Joining the Speaking Club	48
2.19 Related Finding	49
2.20 Framework of Students' Speaking Anxiety	54

CHAPTER III RESEARCH METHODOLOGY

3.1 Design of the Research	58
3.2 Place and Time	60
3.3 Informants of the Research	60
3.4 The Data Collection	61
3.4.1 Questionnaire	62
3.4.2 Observation	63
3.4.3 Interview	65
3.5 The Data Analysis Technique	66
3.5.1 Data Reduction	67
3.5.2 Data Display	68
3.5.3 Conclusion or Verification	69

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

4.1 Research Findings	71
4.1.1 Students' Speaking Anxiety in Impromptu Debate as a Foreign Language	71
4.1.1.1 Students' Speaking Anxiety Based on the Aspect of Communication Apprehension	72
4.1.1.2 Students' Speaking Anxiety Based on the Aspect of Test Anxiety	77

4.1.1.3 Students' Speaking Anxiety Based on the Aspect of Fear of Negative Evaluation.....	84
4.1.2 The Factors Affecting Students' Speaking Anxiety in Impromptu Debate as a Foreign Language	90
4.2 Discussion.....	102
4.2.1 Overall Picture of Types of Students' Speaking Anxiety in Impromptu Debate	102
4.2.2 The Factors Affecting Students' Speaking Anxiety in Impromptu Debate as a Foreign Language	107
4.2.2.1 Cognitive Factor	108
4.2.2.2 Psychological Factor	111
4.2.2.3 Social Factor	116
4.2.2.4 Physical Factor.....	119

CHAPTER V CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions.....	121
5.2 Recommendations	123
5.2.1 English Club Teacher or Speaking Class Teacher.....	123
5.2.2 Future Researchers.....	124

BIBLIOGRAPHY	125
---------------------------	------------

APPENDICES



LIST OF DIAGRAMS

Diagram 2.1 The Conceptual Framework of Students' Anxiety.....	56
Diagram 2.2 The Conceptual Framework of Speaking Anxiety	57

© Hak cipta milik UIN Suska Riau

Hak cipta dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim Riau

LIST OF TABLES

Table 4.1 The Statement of Questionnaire Related to Communication	
Apprehension	73
Table 4.2 The Statement of Questionnaire Related to Test Anxiety	78
Table 4.3 The Statement of Questionnaire Related to Fear of Negative	
Evaluation	85
Table 4.4 Result of Questionnaire	89
Table 4.5 FLCAS Anxiety Scale	89

ABSTRACT

Finola Nusfiansa, (2020): A Case Study of Students' Anxiety in the Impromptu Debate in English Club at SMAN 8 Pekanbaru.

English debate is one of the extracurricular programs held in the English Club at SMAN 8 Pekanbaru to train and motivate the students who learn English as a Foreign Language (EFL) to speak fluently and correctly. In this English Club, the students are required to perform impromptu debates in front of the audience. However, speaking in front of the audience is sometimes a difficult task to do for certain students because they can feel anxious in speaking. This research was aimed to find out the types and causes of speaking anxiety of the students at the English Club at SMAN 8 Pekanbaru when delivering impromptu debate. This research employed a case study method as a type of descriptive qualitative research. The participants of this study were students who joined the English Club who had delivered an impromptu debate. To conduct this research, the data were gathered using a set of questionnaire, observation and interview. The results of the study showed that speaking anxiety appeared during the impromptu debate could be seen from its indicators. The most experienced type of speaking anxiety in the impromptu debate activity was communication apprehension, followed by test anxiety and fear of negative evaluation. These types of speaking anxiety were affected by four factors; that is, cognitive factors, psychological factors, social factors, and physical factors.

Key words: *impromptu debate, speaking anxiety, English Club.*

ABSTRAK

Finola Nusfiansa, (2020): Studi Kasus Kecemasan Siswa pada Debat Dadakan dalam Klub Bahasa Inggris di SMAN 8 Pekanbaru.

© Hak cipta m...
mic University of Sultan Syarif Kasim Riau

Debat bahasa Inggris adalah salah satu program ekstrakurikuler yang diadakan dalam klub bahasa Inggris di SMAN 8 Pekanbaru. Hal ini bertujuan melatih fokus dan memotivasi siswa yang memperelajari English as Foreign Language (EFL) untuk berbicara dengan lancar dan tepat. Dalam klub bahasa Inggris, siswa diwajibkan untuk menyampaikan debat dadakan di depan audiensi. Namun demikian, berbicara didepan audiensi terkadang merupakan tugas yang sulit bagi sebagian siswa sebab mereka dapat merasakan kecemasan dalam berbicara. Tujuan dari penelitian ini adalah untuk menemukan tipe dan faktor penyebab dari kecemasan berbicara yang dialami oleh siswa dalam menyampaikan debat dadakan di klub bahasa Inggris. Penelitian ini menggunakan metode studi kasus sebagai jenis penelitian kualitatif deskriptif. Peserta dari penelitian ini adalah siswa-siswa yang tergabung didalam klub bahasa Inggris di SMAN 8 Pekanbaru yang telah menyampaikan debat dadakan. Dalam menyelenggarakan penelitian ini, peneliti mengambil data melalui kuesioner, observasi dan wawancara. Hasil penelitian ini menunjukkan bahwa kegugupan berbicara muncul selama penyampaian debat dadakan seperti yang dapat dilihat dari indikatornya. Tipe kecemasan berbicara yang paling banyak dialami oleh siswa adalah kekhawatiran berkomunikasi, diikuti oleh kegelisahan terhadap ujian dan rasa takut terhadap evaluasi negatif. Tipe-tipe kecemasan berbicara ini disebabkan oleh empat faktor, yaitu faktor kognitif, faktor psikologi, faktor social, dan faktor fisik.

Kata kunci: *debat dadakan, kecemasan berbicara, klub bahasa Inggris.*

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ملخص

فينولان(2020): أ دراسة حالة قلق الطلاب في المناظرة المفاجئة لنادي اللغة الإنجليزية في المدرسة العالية الحكومية 8 بكنبارو.

المناظرة المفاجئة أحد البرامج اللامنهجية التي تقام في نادي اللغة الإنجليزية في المدرسة العالية الحكومية 8 بكنبارو.2020. يهدف هذا النشاط إلى تدريب التركيز على تحفيز الطلاب الذين يدرسون اللغة الإنجليزية كلغة أجنبية لكي يكون يتكلم الطلاب بطلاقة وصحيحة . في نادي اللغة الإنجليزية ، يُطلب من الطلاب تقديم المناظرة المفاجئة أمام المستمعين ،ومع ذلك ، المحادثة أمام المستمعين واجبة صعوبة لبعض الطلاب لأنهم يشعرون بالقلق عند الكلام. الهدف من هذا البحث هو يجد على عوامل الخطر وأسباب القلق من الكلام التي يشعر الطلاب عند المناظرة في نادي اللغة الإنجليزية. تستخدم هذا لبحث طريقة دراسة الحالة والنوع من البحث النوعي الوصفي. المجتمع في هذا البحث هو الطلاب يشتركون في نادي اللغة الإنجليزية في في المدرسة العالية الحكومية 8 بكنبارو الذين قدموا المناظرة المفاجئة. ، وجدت الباحثة البيانات من خلال الاستبيانات والملاحظات والمقابلات .تشير نتائج هذا البحث إلى أن العصبية تنشأ أثناء تقديم المناظرة المفاجئة كما يتبين من المؤشرات .أكثر أنواع القلق يشعر الطلاب هي مخاوف التواصل، ويليهما القلق بشأن الفحوصات والخوف من التقييمات السلبية . أنواع قلق لكلام تأتي من أربعة عوامل هي العوامل المعرفية والعوامل النفسية والعوامل الاجتماعية والعوامل الجسدية.

الكلمات الرئيسية: المناظرة المفاجئة ، قلق لكلام ، نادي اللغة الإنجليزية.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

It is widely known that English is an international language that is used for many purposes in the life of human beings in the globe. This language is learned and taught either as a second or a foreign in many countries in the world. Learning English as a foreign language, for example, has always been a problematic especially for Indonesian students. In learning English, students have to understand what other people speak and try to respond to it. However, it seems hard for students to reach informational level of English, especially speaking as a productive skill that actually has a big portion in the English class where English teachers need to use more English based according to the level of students.

Speaking is one of the language skills that must be mastered by language learners. To master this skill is not easy because there are several language components as a tool to master it. Also, mastering the art of this skill is an important aspect of learning a second and foreign language (Nunan, 1991). Speaking is the skill that the learners will be judged upon most in the real-life situation. It is an important part of everyday interaction and most often the first impression of a person based on his/her ability to speak fluently and comprehensibly. According to Bailey and Savege (in Fauziati, 2010 : 15), “speaking in a second or foreign language has often been viewed the most demanding of the four skills”. Speaking skills are skills to verbally express



opinions, thoughts, and feelings to others both directly and indirectly. Speaking is an interactive process for constructing meaning that involves the production, reception, and processing of information (Brown, 1994; Burns & Joyce, 1997).

Speaking is a skill that will be assessed by students most in real life situations.

This is an important part of daily interactions and most often a person's first impression based on expertise to speak fluently and comprehensively as mentioned previously.

Brown (2001:113) states the purpose of learning English is to enable students to participate in short conversations, ask and answer questions, find ways to express ideas, and gather information from others. This ability is also mentioned in the curriculum for Senior High Schools in Indonesia about the purpose of learning English that is demonstrating polite and caring behavior in conducting interpersonal communication with teachers and friends and analyzing social functions, text structures, and linguistic elements in the expression of giving suggestions and offers, as well as responses, in accordance with the context of their use (Kemendikbud : 2013).

Showing speaking performance, the teacher or other people can give feedback about it, but speaking in a new language, like English, is not easy for someone /a student who does not have high self-confidence. Fear, anxiety, and stress of speaking can be well managed, eliminated, or better yet, effectively incorporated into one's speaking program. When students do not want to speak or feel anxious like speaking a foreign language they are learning, it might be a problem for them or they may fail in their using the skills they have.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Based on preliminary research done on October 29, 2018, by interviewing three teachers who have taught at SMAN 8 Pekanbaru, they said that some students still had difficulties in speaking that could be seen from their willingness to communicate with others in the classroom. Some of them had the negative emotions such as anger, anxiety, and sadness which have the potential to distract their learning efforts. Unfortunately, the students' emotion in learning English tended to be more discouraging rather than encouraging. One of the emotional states that caused such a process to become difficult was anxiety. Emotional state such as anxiety could make students nervous and afraid when making an oral performance.

Sumadinata (2004) claims that a person who is worried because of a situation that could not give him a clear answer cannot expect anything for help, and no clear hope will get results. Anxiety and worry are lightweight and can raise motivation, whereas anxiety or worry that is strong and negative can cause physical and psychological disorders.

Anxiety is related to self-focused, negative and anxious cognition during interactions. Students who are very anxious often have relatively negative self-concepts, underestimating the quality of their speaking ability when compared to others. Some might argue that a dose of anxiety is needed to create a "load" of language learning; for many students nervousness diverts attention from attending and remembering a new language, and thus will influence the practice needed for language to be assimilated.



Gardner and McIntyre (1993), argued that anxiety is defined as a specific

negative reaction experience in particular foreign in second language or foreign language. Broadly, Nevid *et al.* (2005) conceptualizes anxiety as apprehension or worry condition that someone complains something wrong will happen soon.

Anxiety can be a common condition that is experienced by people but when anxiety is excessive will bring negative effect. In foreign language learning process, excessive anxiety will disturb learning process such as in speaking classes. Anxiety creates low self-confidence which makes students silent and nervous in all situations they encounter, even if they have the ability to express themselves and their knowledge (Lanerfeldt, 1992).

Aida (1994) claims that many language teachers worry about the possibility that anxiety can function as an affective filter that prevents students from achieving high levels of language proficiency. Students need to have an attitude and use strategies that encourage lower anxiety, higher motivation, and confidence in their ability to convey what they want to say. One challenge for teachers is to provide a classroom atmosphere that encourages low anxiety.

In the classroom, students perform a “cognitive appraisal” (Dayhoff, 2000 : 15) which helps affect judgments. Students who experience anxiety in the classroom often base their fear on an inaccurate assessment of its causes. They imagine danger where it does not necessarily exist and do not have an effective plan of action to cope with their anxiety. Over time and in different learning situations people develop expectations concerning the likely outcomes of various behaviors within and across situations, but when they engage in communicative



behaviors that seem to work, they develop positive expectation for those behaviors, and these can become a regular part of learners' communicative repertoire.

Furthermore, at SMAN 8 Pekanbaru some of the students who were asked by the teacher to express their opinions, give ideas, and contribute to English lessons were still reluctant to channel their thoughts. Even though the teacher had given each student time and opportunity to speak up, some of them just kept silent, especially when the teacher started a lesson in an English class. Because of it, the school has made an agenda to overcome this anxiety. That agenda is called English CIBI 8, where this class is a weekly club in which training students conduct English debates by way of impromptu, giving topics to students and asking them to do impromptu debates in front of the class individually and in groups in that students' behavior might change dramatically.

This extracurricular program was designed by the school to develop students' speaking skills in English and also as the goal of achieving the school curriculum as formulated in Law Number 20 of 2003 stating to develop the potential of students to become human beings who believe and fear God the Almighty and have a noble character, being healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In short, the law hopes that education can make students competent in their fields. This competence is in line with the objectives of national education as stated above that must include competence in the realm of attitudes, knowledge and skills as described in the explanation of the article 35 of the law.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In line with the direction of the law, a vision of education for 2025 has also been established; namely, to create intelligent and competitive Indonesians. Intelligent that is meant here is comprehensive intelligence; that is, spiritual intelligence and social/emotional intelligence in the realm of attitude, intellectual intelligence in the realm of knowledge as well as kinesthetic intelligence in the realm of skills. This is what makes the school reference for the realization of the goals of the curriculum. Besides, it can also improve students' speaking ability in English, especially in their confidence in their self-competence so that they can be honed and developed properly. This also greatly affects their academic grades which will help them to continue their studies at a higher level.

Thornburry (2005:28) stated that lack of vocabulary, improper grammar, fear of making mistakes are some of the factors that can contribute to speech failure and cause acute anxiety when speaking. In addition, the problem of language anxiety not only occurs in beginners but also students who usually also like to speak in English. However, if the experience is negative, language anxiety begins to develop and if this negative experience continues, foreign language anxiety can become a common occurrence and students begin to routinely become nervous, anxious and have poor performance in speaking. Anxiety can be associated with a variety of physiological and emotional states which are contained in feelings of tension even in situations where the immediate cause of the tension is not immediately apparent.

If anxiety continues and students become more accustomed to it, anxiety itself can change students to become more accustomed to learning foreign



language. Positive things that can be drawn from ongoing anxiety is that students are able to understand themselves, they understand what they must do to overcome their anxiety, they quickly prepare what will they say when learning foreign language, especially in impromptu debates.

Basically, anxiety is a complex that differs from self-perception, feelings, beliefs and behaviors related to learning in the classroom arising from the uniqueness of the language learning process especially in speaking English (Horwitz et al., 1986 : 128). This fear or anxiety in speaking English can make students not get the maximum score in English subjects. In terms of writing, Abu-Rubia & Argaman (2002) investigated the role of language anxiety in the English writing achievement of 70 EFL junior high school students. They found that students with higher language anxiety tended to have lower writing achievement. Actually, anxiety will have a negative effect on students to improve their abilities in foreign languages. Students with higher proficiency have lower language anxiety and teacher support attitudes to help reduce students' language anxiety.

Referring to those problems, it was necessary to conduct a research entitled **“A CASE STUDY OF STUDENTS’ ANXIETY IN THE IMPROMPTU DEBATE IN ENGLISH CLUB AT SMAN 8 PEKANBARU.”**

1.2 Statement of the Problem

Naturally, to speak means to produce some words representing one’s idea. Subconsciously, we have produced thousands words a day or even more than that. No wonder speaking represents a real challenge to most language learners to have the ability to speak in the target language. Thornbury (2006: iv) argues that the



nature of speaking process means that grammar of spoken language differs in a number of significant ways from the grammar of written language. In the teaching of foreign language context, the definition of speaking above indicates that speaking is a skill and as such, it needs to be developed and practiced independently. Regarding speaking in a foreign language, most of the students experienced a feeling of anxiety in the process of learning a foreign language. As argued by many theorists about the phenomena of anxiety. MacIntyre and Gardner (1989) view that anxiety as feeling of worry and emotional reaction that arises while learning and using a second language.

However, the anxiety experienced is related to language anxiety. Language anxiety is viewed as one of the hindrances for language learners from their successful achievement in a high level of proficiency in a foreign language. (Horwitz, (2010) cited in Kondo, 2007:130). Furthermore, he also stated that language anxiety is restricted only to speaking and listening in the situation where learners communicate spontaneously in their second language.

For example, in the case of debates that force students to be more active and productive in developing ideas and materials that will be conveyed to the debate opponents. Especially if the debate is impromptu, students become increasingly anxious because they cannot prepare themselves or the material to be delivered during the debate. Most students become increasingly anxious in exploring themselves, being frightened when they see the audience, worried about grammar and wrong pronunciation, afraid of being laughed at by the audience as



well as debate opponents or even anxious because they did not know what to say again because they ran out of ideas.

Impromptu debate can be defined as a speech with little time of preparation where the speaker gets a particular topic to deliver (Cox, n.d.). Lucas (1998) states that an impromptu debate is used as a technique to develop students' spontaneous speaking fluency (as cited in Kinjemuratova, 2016). Anandari (2015) found that performing a speech or a debate in front of audiences may become a difficult task to do for some students as they may encounter anxiety since it takes a great psychological role as language students are concerned especially when the debate takes place the anxiety felt by students escalates because there is no proper preparation and it makes them unable to express ideas that might cross in their mind. Consequently, the students tend to underrate their speaking ability since they focus more on their failure to pronounce words correctly or to use correct grammar rather than their success in EFL class (Occhipinti, 2009). To define impromptu debate, the researcher refers to the theory from Cox (n.d.) which is a debate with limited time of preparation which can be held by giving the speaker a certain topic to deliver.

Many people have investigated the issue of foreign language anxiety from different perspectives. Worde (2003) in his investigation to the cause of language learning anxiety found that speaking activities, inability to comprehend, negative classroom experiences, fear of negative evaluation, native speakers, methodology, pedagogical practices and the teachers themselves as the main causes of learning anxiety.



Marwan (2007) investigated Indonesian students' foreign language anxiety. He tried to find out the types of anxiety experienced by foreign language learners and the strategies they used to cope with their anxiety. Factors like lack of confidence, lack of preparation and fear of failing the class were the primary causes of their anxiety.

From the many studies regarding students' anxiety in speaking a foreign language, researchers still have not found an answer to the curiosity about anxiety in students themselves whether that anxiety only brings negative impacts, especially in students' speaking anxiety in impromptu debate. This makes researchers want to make this as a matter of further research, especially in schools that routinely conduct debates, especially impromptu debates.

The researcher observed the teaching and learning process of English in several classrooms at SMAN 8 Pekanbaru and then interviewed the English teacher. After conducting the observation and interview, researcher obtained information about the sources of the problems related to the teaching and learning process of speaking English in impromptu debates.

The researcher's experience is also evident that most students experience anxiety in speaking English which was encountered by researcher when the teacher was teaching at the English debate club at SMAN 8 Pekanbaru. There were several students who did not want to learn English and were fearful of making a mistake when speaking English. For example, when researcher taught students in the debate club of SMAN 8 Pekanbaru, researcher asked students to come forward by using English. Although they practiced debate quite often,



anxiety was still felt by the students. They were embarrassed and worried because they were afraid of making mistakes when doing impromptu debate in front of their friends or the audience.

Speaking is an activity that triggers anxiety that makes students anxious when they are in class. Many students are very anxious because they participate in speaking activities (Keramida, 2009: 39). In fact, it is often suggested that speaking is the language skill that most triggers anxiety in foreign language learning situations (Oxford, 1992). They become even more anxious when asked questions or asked to perform in front of the class (Liu, 2007: 305). This finding has some similarities with the findings of Horwitz, et al (1986) which show that EFL students are afraid to speak in a foreign language because they are afraid of making mistakes and are considered less competent by others. They also do not have the courage to speak in front of others because of high self-awareness (Krashen, 1982).

This kind of problem can cause a lot of harm to EFL students. They will lose the opportunity to use English in a classroom context to improve their speaking skills. They can also develop other types of negative behaviors such as being passive learners in class, sitting in the back row and even skipping EFL classes.

Based on those statements, the researcher predicts that speaking anxiety in the impromptu debate is still a problem for the students at SMAN 8 Pekanbaru especially at the English Club. Therefore, the researcher intended to explore the types of speaking anxiety experienced by the students in the English Club in



performing impromptu debate. Besides, the researcher also investigated the factors affecting students' speaking anxiety in performing the impromptu debate in the English Club.

1.3 The Limitation of the Problems

Students learn about debate, especially impromptu debate by using English at the English Club of SMAN 8 Pekanbaru. However, there were several obstacles to make the class function properly. One of the problems was anxiety. Anxiety often arises which is motivated by lack of preparation of students in presenting impromptu debates that had several negative impacts on activities in the English club. Anxious students tended to be passive and had the potential to influence others. Associated with this condition, the types of anxiety along with the factors causing anxiety need to be found. The findings of this study are very important to determine the best teaching and learning methods for students. In this research, researcher limited the problem to the description of the types of anxiety and factors affecting students' anxiety in the impromptu debate at the English club of SMAN 8 Pekanbaru.

1.4 The Objectives of the Research

This research has the following objectives:

1. To explain the types of students' speaking anxiety in the impromptu debate at English Club of SMAN 8 Pekanbaru.
2. To explore the factors affecting the students' anxiety in the impromptu debate at English Club of SMAN 8 Pekanbaru.



1.5 Research questions

Based on the objectives, the problem of this research is formulated in the following research questions:

1. What are the types of students' speaking anxiety in the impromptu debate at the English Club of SMAN 8 Pekanbaru?
2. What are the affecting factors of students' speaking anxiety in the impromptu debate at the English Club of SMAN 8 Pekanbaru?

1.6 The Significance of the Research

This research is expected to give invaluable contributions both theoretically and practically that could benefit the teachers and the future researchers who are interested in doing research of the same topic.

1.6.1 Theoretical Benefit

1. The results of the study can be used as inputs in the process of teaching English, especially about the role of teachers in teaching English in the impromptu debate.
2. The results of the study can be used as a reference for those who want to conduct research on the teaching and learning process of English especially concerning impromptu debate.

1.6.2 Practical Benefit

The researcher hopes this research can give benefits to the researcher, students, the teachers, and other researchers.



1. The Researcher

The results of this research can be used as one of the ways to develop the researcher's knowledge and experience.

2. The Academic Readers

The academic readers will get information and knowledge about speaking anxiety in impromptu debate especially about types and factors that can cause the anxiety in impromptu debate to happen.

3. The Teachers

This research can be used as an evaluation for the teachers to know what aspects of anxiety are experienced by the students and what factors affecting the students' anxiety in doing impromptu debate. Hopefully, it can help the English teachers to minimize students' anxiety. Furthermore, this research may also be a reference for teachers to consider the way to help the students cope with anxiety.

4. Future Researchers

Future researchers who are interested in undertaking research of similar topic can develop this research into a Classroom Action Research (CAR). This research can be the reference for them to see the aspects of anxiety and factors affecting the students' anxiety in doing impromptu debate if the same situation happens.

1.7 The Definition of The Key Terms

In order to make this research understandable for the readers to avoid misinterpretation to occur, the researcher provides the definition of terms used to clarify the concepts and theories in this study.



1.7.1 Anxiety

Carlson & Buskist (1997) describes that anxiety is a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach.

Brown (2000: 151) states that anxiety is related to feelings of anxiety, frustration, self-doubt, fear, and worry. In other words, anxiety can generally be associated with threats to self-efficacy and to assess the situation as a threat. (Pappamihiel, 2002: 331).

1.7.2 Impromptu Debate

Impromptu debate can be defined as a debate with little time of preparation where the speaker gets a particular topic to deliver (Cox, n.d.) Lucas (1998) states that impromptu debate is used as a technique to develop students' spontaneous speaking fluency (as cited in Kinjemuratova, 2016), and it can be used for students, groups and individuals.

1.7.3 English Club

Speaking club is a place where pupils entertain themselves only in English. The leader can initiate debates, games, sketches, poems, songs, etc (Mouleka, 2013). In addition, speaking club is a place where the members of a club (college students) can learn, exercise and practice English freely with various materials without shame, apprehension and nervousness.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a number of grand theories that support the problem of the study and review the related literature that match with the topic of the research. A number of findings of the previous studies are also included to support this study where relevant research can be traced and a comparison can be made between the findings of this study and those studies. First, the nature of the anxiety begins this chapter.

2.1 The Nature of Anxiety

Anxiety or in Bahasa Indonesia it is called “Kecemasan” comes from the Latin “angustus” which means stiff, and “ango, anci” which means to strangle. Anxiety is something that is found in almost everyone at some time in life. Anxiety is normal emotion that is experienced by everyone. Anxiety can helps us avoid an undesirable state in our daily life. According to Oltmanns and Emery (2013), anxiety is focused on the future rather than the immediate present. It helps us anticipate and prepare for important events. It could happen at the time, exams, public speaking, graduation announcements, and for teenagers that is the first date. Therefore, many people prepare anything, for example, students when they will have an exam, they will study study hard to get good results.

Carlson & Buskist (1997) describes that anxiety is a sense of apprehension or doom that is accompanied by certain physiological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Brown (2000: 151) claims that anxiety is associated with feelings of anxiety, frustration, self-doubt, and worry. In other words, anxiety can generally be associated with threats to self-efficacy and assessing situations as threats. (Pappamihel, 2002: 331).

In addition, Gregersen (2005) states that students who are anxious about their foreign language learning might find their lessons less enjoyable. In case of studies conducted on foreign language anxiety, a literature review has shown that foreign language anxiety is negatively related to foreign language learning (MacIntyre, et. Al., 1997). In other words, students who feel anxious will lose their self-confidence. They will have certain perceptions that regard something as a big problem or a difficult matter. This condition can bring them to a certain level of frustration.

Anxiety is a constant companion of education (Slavin, 2006). Many students feel some anxiety in school, such as they will test (oral or written), presentation performance, called ahead by teacher to do the question on the board but do not know what the answer. Some students have feelings of anxiety that could help them, but most of the other students regard anxiety as a barrier to learning. The main sources of anxiety in school are fear, failure, and lack of confidence. The three relate to the anxiety of students. A student is in fear to start anything because if wrong would be a failure, and therefore the confidence of students are reduced.

Many people feel anxious from time to time. It cannot be denied that some of us no longer feel the anxiety but later have an anxiety disorders. Anxiety and

From the definitions explained above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

According to MacIntyre & Gardner (1991:90) there are three kinds of anxiety: first, state anxiety, it is a temporary emotional condition characterized by apprehension, tension, and fear about a particular situation or activity. Also, it is changeable over time and varying in terms of intensity and is not a permanent characteristic of an individuals' personality. The higher the level of trait anxiety an individual possesses, the higher the level of state anxiety he or she may experience in stressful situations (MacIntyre & Gardner, 1991:90). In the state of anxiety people feel subjective, and they feel afraid, worried and nervous that is



related on the activity of autonomic nervous system. Basically, state anxiety is caused by external stimulus (thinking and idea) and internal stimulus that are dangerous. So, this anxiety is not permanent but always changes from time to time depending on the situation and the current conditions. State anxiety triggered by specific situation faced by someone. For example, when speaking which is not in examination situation, someone is far less anxious compared to the situation when s/he is speaking when being tested or assessed.

Second, trait anxiety, (MacIntyre, 1999:28) defines as a feature of an individuals' personality and therefore is both stable over time and applicable to a wide range of situations. A person with high levels of trait anxiety is generally nervous, he or she lacks emotional stability while a person with low trait anxiety is emotionally, usually calm and relaxed. High trait anxiety individuals perceive events as more threatening and are more likely to respond with increased anxiety. Such anxiety may be conscious or unconscious. As far as language learning is concerned, trait anxiety can be manifested in language students who are perfectionists. It seems that they have to know all of that they have studied and do not perform their language skills until they are certain about their knowledge (Tasee, 2009). Trait anxiety is stable over time and is applicable to a variety of situations, when someone feels threatened, then his unstable emotions can harm himself or others.

Third, situation-specific anxiety. According to Speilbergers (1983), the situation-specific anxiety represents the probability of becoming anxious in a particular type of situation. MacIntyre & Gardner (1991:90) states that situation-



specific anxiety differs from trait in that the former is applied to a single context or situation only while the latter tends to manifest under any situations. Moreover, the situation-specific anxiety is stable over time but not necessarily consistent across situations. In speaking this situation-specific anxiety will be seen when students do not know what they will speak in their English classroom speaking performance.

2.3 Levels of Anxiety

Videbeck (2011) and Townsend (2009) divide anxiety into four levels as in the following:

a. Mild Anxiety

Mild anxiety occurs with the tension of day to day living. Mild anxiety is common in everyday life. A person sees, hears, understands more than before. In this level, people are likely open minded, although they are stressed. Mild anxiety encourages someone to help him to focus on learning, solve problems, think, act, feel, and protect himself. Mild anxiety keeps people alert and have preparations. This level can motivate students to learn and to be creative, for example, the students who will face a test or a challenge.

The responses of mild anxiety are:

- a. Physiological response: stammer, dry mouth, and sweating.
- b. Cognitive response: concentration on the problem and solve the problem.
- c. Behavior and emotion response: still calm.



b. Moderate Anxiety

Moderate anxiety is the state where a person focuses only on a matter. The person sees, hears, and understands less. At a moderate level of anxiety a person is likely to focus on stressful situation ahead and ignores other tasks. Moderate anxiety is less alert to events happening within the environment. The person can still process information, solve problem, and learn with the help of others. In other words, people having moderate anxiety need directions. For example, a student who has a conflict with a classmate or a lecturer.

The responses of moderate anxiety are:

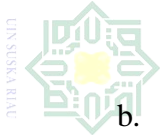
- a. Physiological response: trembling lips and pale face.
- b. Cognitive response: learning still occurs but not optimal.
- c. Behavior and emotion response: squeezed, feeling uncomfortable, and nervous.

c. Severe Anxiety

Severe anxiety is marked by a significant reduction in the viewpoint. Attention scope is very limited, and many people have difficulty completing even simple tasks. Severe anxiety is experienced when people have believed that there is a threat: it shows the response of fear and stress. In this level of anxiety all rational thinking stops, a person needs to go as soon as possible, being frozen and cannot do anything. For example, a student has just lost his/her parents in an accident.

The responses of severe anxiety are:

- a. Physiological response: shaky voice and pale face.



b. Cognitive response: cannot solve problems.

c. Behavior and emotion response: feeling of dread, nervous, and cries.

d. Panic

Panic is sudden sensation of fear that is so strong when facing a condition that felt dangerous or threatening. The people are unable to focus on something even if the smallest thing. This level is loss contact or relationship with real life. The people may experience hallucinations and delusions, inability to move or speak, and feel it impossible to sit or stay. For example, people with agoraphobia and the like.

The responses of panic are:

- a. Physiological response: choking (cannot speak), dizzy, fainted, and pale face.
- b. Cognitive response: cannot think anymore.
- c. Behavior and emotion response: angry, fear, delusion, hallucination, and screaming.

2.4 Aspect of Anxiety

A person who is suffering from anxiety or feel worry can be identified and can be known through the aspect of anxiety. There is an opinion about the aspect of anxiety. Clark and Beck (2010) divide the aspects of anxiety into three aspects of anxiety; namely, physiological, behavioral, emotional aspects of anxiety:

a. Physiological Aspect

Physiological aspect is a characteristic of anxiety that occurs physically like being dizzy, sweating, trembling, fainting, having a dry mouth, a pale face, a stammer, and a shaky voice.



b. Cognitive aspect

Cognitive aspect is the response of mind that effects emotions and feelings. This aspect can be seen like being in fear and losing control, poor concentration and etc.

c. Behavioral Aspect

Behavioral aspect is a characteristic of anxiety that is reflected in the behavior of individuals when experiencing anxiety, such as avoiding situations or sign threatening, running away, looking for safety, pacing silent, and having difficulties speaking.

d. Effective Aspect

Effective aspect is an emotional response from within the individual such as being nervous, tense, and fearful.

2.5 Speaking Anxiety

Horwitz identified three performance anxieties. First is communication apprehension, which is the type of shame felt when communicating with people and which manifests itself through anxiety, test anxiety and fear of negative evaluation. Second is the fear of negative evaluation originating from individual concerns will be evaluated negatively which leads to the individual avoiding other people's evaluations and evaluative situations. The third test of anxiety is defined as the type of performance anxiety that arises from the fear of failure felt in an academic evaluation environment. Performing spoken English in front of an audience can be a very difficult task for some students because they may experience anxiety, which prevents them from giving a successful oral



performance. When such anxiety is experienced by students majoring in English Education, the stakes are higher because they will come. In this profession, they are required to have the confidence to show their skills before an audience: their students. Lightbown also discusses speaking anxiety and how it can affect language learning. They argue that anxiety is something that is more likely to depend on specific situations and circumstances that can make someone feel uncomfortable, for example, oral presentations in front of a larger group of people. However, in this situation researchers prefer to use the term tension. Lightbown (2003) claim however that one should distinguish temporary anxiety or tension from anxiety that interferes with a student's learning process. Anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class.

Speech or oral communication anxiety are feelings or nervousness, dread, and concern that people experience before, during, or after public speaking. Academic researchers use the term communication apprehension to describe this condition and define it as the fear or anxiety associated with real or anticipated communication with others said Dwyer (1998). Moreover, Speech anxiety and communication apprehension are terms used interchangeably to describe similar (if not the same) phenomena. According to Brydon, speech anxiety refers to the feelings of discomfort that people experience before or during speaking in public. Whereas Devito (1997) describes communication apprehension as a feeling of



fear or anxiety about a situation in which one must communicate, especially when the communication act takes place in a public forum (1998).

2.6 Types of Speaking Anxiety in Impromptu Debate

Foreign language anxiety is the feeling of being uneasy, worry, nervous and apprehension experienced when learning or using a foreign language. Foreign language anxiety is experienced by those who do not speak English as a first language or second when learning and teaching process. The feeling of anxiety in EFL interrupts the desire to develop speaking skill, because speaking skill cannot be separated from speaking performance. We need to speak to communicate and convey any knowledge, because foreign language anxiety concerns performance evaluation within an academic and social context.

In addition, according to Gardner and MacIntyre (1999 : 60), as cited in Oxford, “it is fear or apprehension occurring when a learner is expected to perform in the target language.” Furthermore, Horwitz, Horwitz, and Cope, proposed conceptual foundations of foreign language anxiety. According to them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation (Horwitz, 1986 : 127).

a. Communication Apprehension

Communication Apprehension arises from students' inability to express thoughts and ideas. In communication apprehension, foreign language students have difficulty in speaking, but also understand the message from the others, and cannot convey anything. Students feel embarrassed, shy, and afraid to



communicate, situation in that we are more likely to have negative guess that fill our minds.

McCroskey (2006 : 4) also asserts that individuals who, since childhood, are welcomed with negative reactions from others in response to their efforts to communicate develop the feeling that staying silent is more valued than talking. This can show, according to the behaviorist learning methodology, that negative reactions to students' mistakes by language instructors can strengthen their fear of making mistakes and communication efforts in the future. Children who receive many early experiences of speaking are more likely to be less anxious than those who receive fewer communication opportunities. For example, in a Speaking Test, many students feel afraid of being wrong, not understand, and shy to talk or answer from test's question. So, many students prefer to be quite, not answer, and take as it is.

In the English Club at SMAN 8 Pekanbaru, the students are assigned to perform impromptu debate in front of others every week. Based on the previous research conducted by Anandari (2015), students were already anxious by the time they knew that they were going to speak individually in front of their peers. In addition, Horwitz *et al.* (1986) state that communication apprehension may appear due to the students' self-perception that they cannot understand others and cannot make others understand of what they are saying. In line with this, Anandari (2015) claims that it happens because of the students' hesitation of themselves and their discomfort to speak in front of the class. Horwitz *et al.* (1086) conclude that due to their negative perspective, many think active students remain silent in a

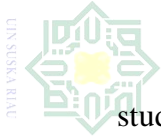


foreign language class. Referring to Anandari's (2015) previous research, she finds that students may think that their performances are not satisfactory. It can be simplified that communication apprehension referred in this research is the shyness or the negative view that the students experience during the impromptu debate performance.

b. Fear of Negative Evaluation

Fear of negative evaluation is closely related to communication apprehension. Especially, students who have a personality that fear negative evaluation seem to be strong to experience anxiety in foreign language classroom. Fear of negative evaluation is thinking of person that they are worried, depressed, anxious about any test. Sometimes, they have not tried it yet but have judged everything they do is mistake. So, they avoid or escape from the test that they think are difficult.

In addition, individual differences in English classes can be a catalyst for the existence of anxiety. Individual differences are psychological traits or chronic tendencies that convey a sense of consistency, internal causality and personal uniqueness (Carver & Scheier, 2000: 5). Or, as Larsson (1989) suggests, individual differences can influence behavior only when paired with situational conditions that cause stress. In other words, individual differences are related to class competitiveness. Students tend to compare their own abilities with their classmates with their own perceptions. This can cause stress when they have low estimates of themselves compared to others. For example, in a proposal test many



students have been signed by their supervisor but they do not register for the test immediately instead of waiting for another friend who has not been signed.

c. Test Anxiety

An understanding of test anxiety is also related to discussions about foreign language anxiety. Horwitz et al. (1986) describe test anxiety as a type of performance anxiety that stems from fear of failure. Test anxiety is quite pervasive in language classrooms because of the evaluative nature of ongoing performance. Test anxiety is a concern about academic evaluation. Test anxiety is a psychological condition in which people experience before, during, or after a test.

Unfortunately, students who are very anxious, foreign languages/second languages, require ongoing evaluation by the instructor - the only fluent speaker in the class (Horwitz *et al.*, 1986: 129). It is also important to note that oral tests have the potential to trigger both the test and simultaneous oral communication in vulnerable students (Horwitz *et al.*, 1986: 127).

2.7 Impact of Language Anxiety on Foreign Language Learning

Basically, uneasiness feeling such anxiety will disturb students in no doubt. It absolutely affects students learning effort and performance. Anxious students will think less clearly and probably make more mistakes. Moreover, to perform a task they have to work harder because anxiety makes them worry and distracts their learning process.

Anxiety has long been recognized by educators as a potential problem in foreign language classroom. Anxious students will have difficulty in their



language learning since anxiety affects cognition processing. Several studies have shown that there is a negative correlation between anxiety and foreign language achievement (Aida, 1994; Horwitz et al., 1986; MacIntyre & Gardner, 1991; Phillips, 1992). Students who are anxious tend to receive lower grades than students with lower anxiety. However, the causal relationship remains unclear. Ganschow et al. (1994) suggested that poor language learning is the cause rather than the result of language anxiety. Students who perform poorly in language classes will become anxious. On the other hand, Horwitz (2001) argues that anxiety is the cause of poor language learning. Correspondingly, MacIntyre and Gardner (1991) claim that students do not start learning foreign languages with language anxiety. According to them, students need to first form attitudes towards language learning experiences and then anxiety arises. Their theory implies that the problem is not with learners but on language learning experiences. They further showed that with increasing foreign language proficiency, anxiety was reduced.

Gregersen (2003) concludes that foreign language anxiety is of cyclical character: "As errors are made, learners become more anxious, and the more anxious they are, the more errors they make. High anxious learners will protect their social image with diminishing participation. Without participation, anxious students reinforce the cyclical dilemma of negatively affected performance due to the lack of practice". Young (1991) also viewed the relationship between anxiety and skills as reciprocal. He assumed that students who avoided speaking activities



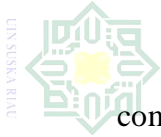
would not develop as fast as students who were not anxious and their anxiety levels would remain high.

2.8 The Factors Affecting of Students' Anxiety in Speaking English

There are some factors which are responsible in affecting speaking anxiety. Those factors are classified into two sources where they emerge; internal factors, and external factors. Madrid (1995) states that it will be more logical and easier to classify those factors based on the same elements and type into internal factors and external factors (as cited in Mahmoudi & Mahmoudi, 2015).

a. Internal Factors

Internal factors involve cognitive and affective factors, i.e. motivation, intelligence, fear, and risk-taking ability (Mahmoudi & Mahmoudi, 2015). It implies the features from within of the students' speaking anxiety. Szyszka (2017) confirms that the construct of speaking anxiety is related to cognition because the students may be aware of their limited competence in the foreign language. Earlier, Occhipinti (2009) says that the fear of not being able to speak correctly without errors due to the lack of knowledge or low level of lexicon, pronunciation, and grammar may lead lead the students to speaking anxiety. The fear of failure and the lack of knowledge take a great role that leads the students to speaking anxiety. It is supported by Horwitz et al. (1986) that the students may experience an unpleasant feeling in evaluative situation because they assume they will fail. They create irrational vision of a total failure in delivering the message caused by their low intelligibility and poor pronunciation (Szyszka, 2017). To avoid the students from anxiety, Tuan an Mai (2015) claim that the students need to own



communicative competence, sociolinguistics knowledge, conversational skill, and strategic competence, in order to help them understand what to say, to whom they deliver the debate, and how to deliver the debate.

b. External Factors

External factors refer to the social of the class, the teacher's behavior, the students' first language, and the curriculum (Mahmoudi & Mahmoudi, 2015). The environment where speaking performances take place is also one of the important external factors which affect the students' speaking anxiety, i.e. a classroom, a public conference, or a job interview (Occhipinti, 2009). Effiong (2016) finds that a relaxed classroom atmosphere contributes an important part for foreign language learning, while a quite class contributes the raising anxiety level where all audience will only focus on the speaker.

Besides the classroom atmosphere, the relationships between the student and the teacher and among the students also largely affect foreign language learning (Effiong, 2016). Cheng and Dornyei (2007) declare that the teacher's behavior towards the students can motivate and fire their enthusiasm by giving an enthusiastic model and a positive projection in the club (as cited in Mahmoudi & Mahmoudi, 2015). A friendly, humorous, and casual teacher can help the students to feel relaxed, more comfortable, and less anxious in speaking class (Effiong, 2016). The teacher's casual dress code and less formal appearance are evidenced to lessen speaking anxiety in the classroom (occhipinti, 2009). Besides, the familiar peer relationship and laughter between them also affect speaking anxiety



(effiong, 2016). A class with good sense of humor and shared laughter between the teacher and the students make speaking performance becomes less alarming.

2.9 How to Measure Speaking Anxiety

This part presents four existing language anxiety scales used to measure overall foreign language anxiety and public speaking anxiety levels.

1. Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986).

The foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz el al. (1986). The FLCAS contains 33 items using a five-point Likert scale, which ranges from “Strongly Agree” to “Strongly disagree”. It measures students’ self-reports regarding anxiety by adding up the ratings on the 33 items.

The FLCAS’s construct comprises three dimentions: (1) communication apprehension; (2) test anxiety; and (3) fear of negative evaluation. The levels of anxiety based on this scales are categorized into three levels. The high anxiety levels is represented by a score of more than 144, the moderate anxiety level a score of 108 to 144, and little or no anxiety level less than 108.

2. Personal Report of Communication Apprehension (PRCA-24) by McCroskey (1970).

The PRCA originally varied in forms used as a self-report to measure trait-like communication apprehension. Those original forms were 20-item (McCroskey, 1970), 10-item (McCroskey, 1978), 25-item (McCroskey, 1978), and 24-item (McCroskey, 1982) scales. The 10, 20, and 25-item version were found to contain a disproportionate number of items designed to tap trait-like



communication apprehension across multiple communication contexts. The PRCA-24, the latest version, extracted from PRPSA-34, included 6 items for each of the four dimensions: public speaking, talking in meetings or classes, talking in small groups, and talking in dyads. McCroskey et al. (1985) stated that the items on PRCA-24 represented common communication situations in four dimensions. The first dimension, speaking in small groups, comprised Items #1-6. The second dimension, speaking in meetings, comprised Items # 7-12. The third dimension, speaking in dyads, comprised Items # 13-18. The last dimension, public speaking, included Items #19-24. The overall approach of the items on the scale represented the broad-based trait-like orientation, which is what communication apprehension was assumed to be. The PRCA-24 provided sub-scores for each dimension. The levels of communication apprehension measured using this scale could range from high, moderate to low.

3. Personal Report of Public Speaking Anxiety (PRPSA-34) by McCroskey (1970, 1992).

The PRPSA-34 arose from McCroskey's (1970) perspective that Personal Report of Confidence as a Speaker by Gilkinson (1942) forced responses to fit on a true-false scale. Thus, McCroskey constructed PRPSA-34 so as to increase precise measurement of communication apprehension in this area of study. the PRPSA-34 was a unidimensional questionnaire with 34 statements concerning feelings related to giving a speech and its presentation in a public context. Each item expresses a degree of communication apprehension with a Likert-type scale: strongly agree, agree, undecided, disagree, and strongly disagree, respectively.



According to McCroskey and Richmond (1992), the score of this scale is divided into five levels of anxiety: a score of 34-84 indicating low anxiety, 85-92 moderately low anxiety, 93-110 moderate anxiety, 11-119 moderate high anxiety, and 120-170 high anxiety, respectively.

4. Speaker Anxiety Scale (SA) by Clevenger and Halvorson (1992).

The speaker Anxiety Scale (SA) is used mainly to measure state anxiety because it was designed to assess situational anxiety in relation to public speaking (Clevenger & Halvorson, 1992). This scale was developed to be the PRCA-State Version 2 and Renamed "Speaker Anxiety Scale". It consisted of 32 items measuring nine factors: (a) pre-speech tension; (b) shyness; (c) confusion; (d) physiological activation; (e) post-speech activation; (f) environmental threat; (g) positive anticipation; (h) poise; and (i) wants more.

Based on the above mentioned, all the scales discussed above are used to measure anxiety in various contexts, not specifically in the ELF speaking classroom anxiety. But the best well-known measure of anxiety is the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz and her colleagues (Horwitz *et al.*, 1986). A clear and well established description of the components of foreign language anxiety has been outlined by Horwitz *et al.* (1986). In their study, considered by many researchers as one of the most reliable guidelines in this psycholinguistic area (Campbell & Ortiz, 1991); Aida, 1992; Onwuegbuzie *et al.*, 1999).

Based on the considerations, the researcher decided to use FLCAS by Horwitz to measure students' speaking anxiety level in learning English as a



foreign language in this study. More description will be presented on the next chapter.

2.10 The Nature of Impromptu Debate

Debate speeches can be either prepared or impromptu. By impromptu, it means totally unprepared. No one, not even world-class debaters, can be expected to argue a case cogently and fluently without any preparation at all. Instead, “prepared” debates are those where the topic and roles are announced more than a day in advance, whereas preparation for “impromptu” debates is usually limited to no more than one hour. Speakers in prepared debates will tend to have speeches fully written out before the debate, whereas those in impromptu debates will speak from notes only. However, once speakers have become accustomed to the skills and processes of debating, they should be encouraged to move to impromptu debates, which allow for greater challenges, and speedier development of communication and presentation skills.

Ramlah *et.al* (2015) states that impromptu is “said or done without any preparation or planning”. Thus, there is a misconception that impromptu speaking requires no planning or preparation. In Latin “impromptu” actually means “in readiness” and this is the secret of successful impromptu speaking – it requires a great deal of planning, preparation and practice to be in readiness at all times to speak impromptu. In fact, being able to speak impromptu should be one of the top priority targets of any ESL course with speaking in it. In fact, the realization of this ability is often not accomplished.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Dobson (1987) says that debate is a discussion about a subject on which people have different views. Debate helps students speak more fluently and during a debate they can represent their feelings on an issue. Impromptu debate is a type of formalized academic debate. Representative of comedic debate, Impromptu debating is practiced at high schools, generally in tandem with other, more serious forms of debate. Impromptu debate helps speakers develop their ability to express themselves instinctively in English, and that the language they use will be closer to their natural oral level. This will greatly improve the speaker's communication and understanding with the audience, and thus his/her debate will have a greater impact on them, even if it may sound a bit less fluent.

Approaching impromptu debating can be intimidating, but some of the most vital skills that debating can offer come from learning to form arguments under time pressure and give a speech that you have not written out in advance. Often preparation time is short, with most British Parliamentary competitions giving just 15 minutes for students to get ready, so using this time effectively and keeping on top of the debate as it happens is essential. There are three main aspects of impromptu debating to think about when introducing it to beginners: prep time, knowledge, and arguments.

1. Prep time

Giving a debate speech is like pressing play on the prep time before it: a good prep time will yield a good debate. Having a prep schedule can help make the prep session efficient and effective, ensuring that you do not go into the debate without essential parts of the speech. This can be very simple for beginners and



can be tweaked and perfected for teams that are more advanced. The key part of any prep schedule is at least some time at the beginning in silence before the discussion of ideas starts. Giving students space to independently think about the motion before their teammates start moulding their thoughts is a really good way to get more ideas out there and avoid a misunderstanding of the motion. An example prep schedule for a beginner might follow the pattern: 3 mins silent thinking, 7 mins discussing ideas and arguments, 4 mins discussing rebuttal and Points of Information, 1 min reviewing the case and finishing off notes. Practicing just preparing for debates can be a good way to make this process more slick and ensure that students will know what they are doing when it comes to a real debate.

2. Knowledge

Getting a motion you know nothing about is a big fear that beginners have in impromptu debating. Remind students that they can ask about words in the motion if they do not understand and that they should take care to read any information slides or other prompts that they are given before the debate. Encouraging students to stay on top of current affairs, or even just to check the news on the run up to a competition will give them the competitive edge, but the majority of motions do not require specific or in depth knowledge. Most debates can be approached by arguing from first principles. So, for example, if a motion comes up on military intervention in Syria and a student does not know much about Syria, they can argue the general case for or against military interventions.



3. Arguments

When holding pre-preparing debates, it is easy to access lots of statistics, complex ideas, and help whenever you need them. When performing an impromptu debate, the internet and help from teachers are not usually allowed, meaning that it can be hard to come up with these sorts of arguments. An impromptu debate does not require the same level of researched detail as a pre-prepared debate and the arguments will often be most effective when they are simple and clear, but specific to the motion. One of the most difficult aspects of impromptu debating can be coming up with enough arguments in the time given. Trying techniques like asking if students have thought about all the groups affected by a motion can prompt more ideas. For example, in a motion about sports, have they thought about the players, the fans, the general public, the youth, female footballers, the managers, etc.

Based on the explanation above, it can be concluded that the impromptu debate is a discussion which consists of several people who clash each other's arguments and are delivered impromptuly or without any preparation.

2.11 English Club

A school club or society is defined as a group of people with a structure, a constitution, rules, regulations and a student leadership. The members have the same goal and share the same aptitude, interest, and inclination to work hard on their activities in order to reach their aims. As cited in Baihaqi (2016), Nur and Eltayeb (2014) state that the objectives of club speaking are Proving a welcoming environment where participants feel comfortable practicing their spoken English,



increasing participants' vocabulary and phrasal usage, correcting common speaking and/or 33 pronunciation mistakes, encouraging participants' confidence with speaking English and practicing many different speaking and listening skills in a setting that is akin to real life. There are a lot of clubs or communities for many kinds of interest. One of them is English community or we can call it as English club. As stated in Angel Pereira et. al (2013: 49), English club is a group of people that has the same interest in English with a structure, a constitution, rules and regulations and a student leadership. Hyland (1993) states that most teachers realize that the best strategy to encourage communication in a classroom is removing the classroom. By creating a good learning situation, the constraints of the classroom are weakened, for example a place like English Language Club (ELC).

2.12 The Nature of Speaking

Speaking is a means of communication in expressing ideas, information and feeling to others. It is the most essential way in which the speaker can express himself through a language. Some definitions of speaking are stated by some experts. In Oxford Advanced Dictionary, the definition of speaking is "to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages." (1995:13). Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'



while Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situations.

According to Carter and Nunan (2001:16) physically speaking lies face to face interaction, usually the speakers can see each other so that it can refer to the physical context. Chaney (1998:13) said that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

In line with idea above, Cameron (2001:40) stated that speaking is the active use of language to express meanings so that other people can make sense of them. Furthermore, speaking as the way to communication influences our individual live strongly.

Another expert, Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. According to Kayi (2006) speaking refers to the gap between linguistic expertise and teaching methodology.

Thornbury (2006:4) argues that the nature of speaking process means that grammar of spoken language differs in a number of significant ways from the grammar of written language. Speaking skill is a skill to orally express opinion, thought, and feeling to other people both directly and indirectly. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

Furthermore, Speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most



often the first impression of a person is based on his/her skill to speak fluently and comprehensively. So, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom.

From the theories above, the researcher concludes that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methodologies.

2.13 The Components of Speaking Ability

There are several components that should be considered in speaking which is explained below.

a. Vocabulary

Words are one of elements in language. According to Lisne (2005:121) Vocabulary is the collection of words that an individual knows. According to Debra (2010:48) vocabulary as the basis for the development of Language refers to a list or collection of words for a particular language or list of words used by each speaker of a language.

Richard and Schmidt (2002:269) stated that vocabulary is a set of lexemes, including single words, compound words, and idioms. While, Syafi'I (2014:137) stated vocabulary refers to effective words/idiom choice and usage, words from mastery and appropriate register.



a. Grammar

Grammar is one of the language components. It should be understood by students in order to be able in speaking English. Brown (2000: 362), states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. By using the correct grammar, the listener will know when the action takes place, where the action takes place, who the audience are, who the speaker is, etc., even though for beginners, they are not forced to speak with the correct grammar. Using correct grammar lets someone know the true meaning of the sentence.

b. Fluency and Accuracy

Brown (2000: 268, 269) states that fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility. Fluency is the extent to which students use the language quickly and confidently, with the few hesitation or unnatural pauses, false starts, word searcher, etc. And accuracy is the extent to which the students' speech matches what the people actually says when they use the languages. Teacher is a model for the students; teacher should pay attention in accuracy because students tend to imitate what teacher said.

c. Pronunciation

According to Richard, pronunciation is the way a certain sound or sounds are produced. In communication process, one needs to pronounce and to produce the words uttered clearly and correctly (2002:197). To make our communication accepted by our listener, it is better for us to pronounce the word clearly.



d. Comprehension

According to Oxford (2008: 86), Comprehension is ability to understand something. It indicates that in comprehension the speakers and listeners have to understand what the intended meaning of the speaker when he or she says something. Based on the explanation above, it can be concluded that students' speaking skill can be measured on the components of pronunciation, grammar, vocabulary, fluency, and comprehension. Students should pay attention to their grammar in expressing their ideas. Also, they have to choose correct vocabulary to describe what they want to deliver.

2.14 Types of Speaking

Nunan (in Brown, 2001:250) writes that generally there are two types of spoken language as follows:

a. Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, reading, news broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

b. Dialogue

It is different from monologue. Nunan says that dialogue is speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker says.



Like Nunan, according to Harmer (2007:343) finally, we might make a difference between speaking that is planned (such as lecture or weeding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

2.15 Elements of Speaking

To speak a second language fluently and accurately, students must be able to know some elements that are very important for developing this skill. Harmer (2001) mentions these elements which refer to language features that must be possessed by students besides the process of language and information at the same time when the interlocutor interacts with them.

Harmer (2007) states if students want to speak English fluently, they must be able to use phonemes, tones, pressures, and intonation correctly and appropriately. They also need to understand and be able to speak in connected speeches. Harmer (2007) takes notes of these elements which refer to language features and language processes when people communicate.

a. Language Features

These are features of successful speaking:

- Connected speech: this feature is needed by students to catch and receive the message. The sound may be modified (assimilation), added (linking r), omitted (elision), or weakened (through contractions and stress patterning) in the connected speech. Students need to know the knowledge of sounds not only in separated phonemes but also in connected speech.



Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to – face interaction). The use of these devices contribute to the ability to convey meanings.

Lexis and grammar: when learners produce some language functions, they often deal with same lexical structure. The teacher's role then is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.

Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talking and it is very crucial for students, for example, asking unclear words or names that have been pronounced by someone.

b. Mental/Social Processing

The processing of speaking skills of communication are the following:

Language processing: this refers to the ability of the learners/speakers to process the language in their minds through putting it in a coherent order so that the order interlocutors can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.



Interacting with other: students should be able to understand what people's talk given the respond are listen them until finish. A good speaker should be able to listen, understand, or give opinion to other's talk.

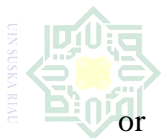
Information processing: in learning speaking, students should be able to process all information in their minds quickly and then respond to other's talk.

2.16 The Importance of Speaking

In traditional approaches to language learning and teaching, speaking skills are ignored in many classrooms where the emphasis is mainly on reading and writing. The grammar translation method is one example, Richards and Rodgers (2001) mention that reading and writing are important skills that must be focused, but little or no attention is given to speaking and listening skills. In the communicative approach, speaking is given more importance because oral communication involves speech in which students are expected to interact verbally with others. What's more, teacher talks will be reduced meaning students are supported to talk more in class.

Ur (2000:12) declares also that: "Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speaker' of the language, as if speaking included all other "kinds of knowing".

The importance of speaking is further revealed by the integration of other language skills. For example, speaking can help students to develop their vocabulary and grammar and then improve their writing skills. By speaking, students can express their personal feelings, opinions or ideas, tell stories, inform



or explain, ask, communicate and discuss, that is, through speaking, we can display a variety of different language functions. Speaking is also very important outside the classroom. Many companies and organizations look for people who speak English very well for the purpose of communicating with others. So, foreign language speakers have more opportunities to get a job at a company.

Bakers and Westrup (2003:05) reveals that: "a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion".

2.17 English Club

English Club is in such a place, pupils entertain only in English. The leader can initiate debate, games, sketches, poem, song, etc (Mouleka, 2013). In addition, speaking club is a place where the members of a club (college students) can learn, exercise and practice English freely with various materials without shame, apprehension and nervousness. Mouleka (2013) adds that an English club is a real place where the learning of English is more practical. Therefore, it can be summarized that speaking club is a media to facilitate students in practicing, increase and to buildup students" motivation to learn practicing speaking. Students could exchange, share their knowledge, new vocabulary and information among their friends. Speaking club might also be a place to share students' difficulties in practicing speaking and to look forward to how to solve their problems. Finally, the main goals and expectations of holding speaking club are as a medium to improve students' speaking ability and their willingness with a high



self-confidence in practicing speaking even though they still make a lot of mistakes about grammatical rules.

2.18 The Advantages and Disadvantages of Joining the Speaking Club

1. The advantages of Joining the Speaking Club

Galanes and Adams (2013) cite that the advantages of joining the speaking club are:

- a. The speaking club members more enjoy fellowship and companionship;
- b. The students receive moral and emotional support for theirs views;
- c. Getting passion to not reticence (challenged reticence);
- d. Speaking Club will most likely have access to much more information;
- e. Getting the same turn to speak;
- f. Being more pleasant and suitable than the regular class (English course);
- g. Getting new vocabulary, knowledge and information when interlocutor is speaking.

2. The Disadvantages of Joining the Speaking Club

- a. When members of speaking club speak up, sometimes some of the members do not pay attention to the speaker;
- b. Sometimes the students do not show enthusiasm what materials/topic the teacher has given;
- c. Some of students are so bored and loaf to speak up.



2.19 Related studies

There are some related studies in this research taken from research done by other researchers around the world:

First, Galuh Dwi Ajeng (2016) conducted a research about the possible causes of Indonesian EFL students' anxiety in speaking impromptu speech. The results show that there were four causes of foreign language students' anxiety: discomfort, fear, shyness, and worry. From the result of the study, some suggestions could be proposed to help the students deal with foreign language anxiety of Indonesian EFL students in speaking impromptu speech.

The second related study was done by Sitti Asmin Dumarni (2018). She conducted a research about students' strategies in reducing anxiety in speaking English performance. She wanted to find out the students' strategies in reducing anxiety which helped to know the types and effects of anxiety, what strategies to reduce anxiety. The population of this research was EFL students in Al-Fityan Gowa High School. A qualitative approach was used in this study. More specifically, this study used descriptive qualitative method. The instruments used to gather the data were observation, recoding, and interviews. Researchers made observations using video recording devices and field notes. Video recordings were used to record student activities and performances in speaking appearances. Meanwhile, field notes were used to get more accurate data. The findings showed that there were four aspects of anxiety (i) being worried because their ability was not satisfactory, (ii) nervousness due to stage fright, (iii) fear for fear of making mistakes, and (vi) shame for fear of being ridiculed or embarrassed



by appearances they. Furthermore, the effects of anxiety are (i) decreased mastery of material, (ii) forgetting material or empty, (iii) lack of fluency in speaking, (vi) unsatisfactory achievement. Next, researchers classified the strategies used by students to reduce their anxiety in speaking English performance into a number of categories as follows: (i) relaxation, (ii) positive thinking, (iii) Peer perception, (vi) instrumental assistance and (v) self-entertaining.

The third similar research conducted to Tri Ulfa Octafiani (2016). She conducted a research about students' anxiety in the classroom English speech. From the research, she found the factors that contributed to the anxiety and types of anxiety faced by the students of academic speaking class. The method of the research was qualitative and the design of this research was a case study. The instrument that she used was a set of questionnaire. The result of this research was the students of academic speaking class generally were anxious when they were doing public speaking.

The fourth similar research was carried out by from Rio Herwanto (2013). He conducted a research about the factors that caused language anxiety in speaking performance in English classes at SMP Negeri 4 Pakem Yogyakarta. From his research he found six factors that caused language anxiety. The first factor was the type of assignment that requires class presentations; the second was the fear of making mistakes during students' speaking performance that is common in pronunciation, grammar, and vocabulary. The third was the role of language teachers related to the ability of teachers to maintain teaching and learning processes that are suitable for students. The fourth was self-perception or



self-esteem. Next was the competency gap which referred to the competency of students in speaking compared to others. The last was limited exposure for English related to the lack of students' practice and experience in speaking which affected their confidence and the ability to speak. This research employed descriptive qualitative method.

The next similar research came from Junaidi (2011). He conducted a research about using critical debate technique to improve students' speaking ability. The finding of the study indicated that Critical Debate Technique was a very appropriate and effective technique to develop the students' speaking ability. Therefore, it is recommended that: (1) other speaking teachers apply Critical Debate technique to develop the students' speaking ability; (2) the principal of school encourages of the teachers to apply Critical Debate by providing better appropriate facility needed in teaching-learning process; and (3) other researchers develop some dimensions which have not been developed in this research.

The next research was undertaken by Richa Rubiati in 2010. He conducted a research about improving students' speaking skill through debate technique. From the research she found that using debate technique could improve students' speaking skill that proven by students' test scores that improved in every cycle. In the first cycle, the students' average score was 65.3 and in the second cycle was 76.6. Debate is an appropriate technique used to improve students' speaking skill. The result of this study is helpful information for English teachers in teaching speaking.



The next related study was done by Santriza (2018). She conducted a research about an analysis of students' anxiety in speaking performance. From the research she found that 72 % of the students experienced the anxiety of test, 73% of the students felt anxious in communicative apprehension, and 55 % was getting anxious and in fear of negative evaluation. Based on the results, the factors of students' anxiety in speaking English is categorized into three major type of anxiety; namely, test anxiety, communicative apprehension, and fear of negative evaluation.

The next similar research came from Nur Isnaini (2018). She conducted a research about an analysis of students' speaking anxiety students of English Foreign Language (EFL). From the research she found that students' speaking anxiety factors in English foreign language (EFL) were: feelin self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal, low self-efficacy. Second, the causes of students' speaking anxiety were being unconfident to speak English, fear to make mistakes when speaking, being anxious when teacher asked them to speak up, and being shy to perform in front of class.

The next similar research was done by Dewi Mariam in 2018. She conducted a research about an analysis of speaking anxiety in English classroom. From the research she found that 2 (12%) students experienced the level of "Very Anxious", 6 (35%) students were at the level of "Anxious", 7 (41%) students were at the level of "Mildly anxious" and only 2 (12)%) students were at "Relaxing" level. The Findings from the grouping based on FLCAS type found that "Fear of



"Negative Evaluation" was the main factor that caused students to feel anxious which was about 11 (65%) students, followed by test anxiety factor with 10 (59%) students. Communication apprehension was the lowest factor with 9 (53%) students. It was concluded that the highest anxiety scale that occurred was "Mildly anxiety" caused by fear of negative evaluation.

The next similar research was carried out by Yuliana Mauludiyah in 2014. She conducted a research about the correlation between students' anxiety and their ability in speaking class. The findings of this study indicated that the result of r calculations for student anxiety and their speaking tests was .139. Based on the r value interpretation table, the calculated r result (0.139) was between 0,000 and 0.200. This value indicated that there was a positive correlation. From the significance (2 tailed), the writer got a score of 0.555. This means that $r > 0.05$, which showed H_0 could not be rejected. The results of the study explained that there was no correlation between the two variables, students' anxiety and their speaking tests of the 4th semester students of the English Department of IAIN Tulungagung.

By considering those previous studies, the researcher saw something different. The difference was seen at the aspect of the skill. The researcher analyzed the level of speaking anxiety in the English classroom. In the last previous study, the questionnaire was different from the one researcher used because in the questionnaire some items were modified or deleted, and others were added; so the questionnaire used was not purely from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz *et al.* (1986).



In this research, the researcher wanted to know new things of anxiety and being curious about something that did not appear in the previous studies. This research used descriptive qualitative method and the aim was to explore the types and factors affecting the speaking anxiety in impromptu debate at the English Club at SMAN 8 Pekanbaru.

2.20 Framework of Students' Speaking Anxiety

It has been mentioned before that speaking is considered as one of the most important skill to be mastered by the students. In speaking, the students have to apply their knowledge of the language when they converse with others. However, it becomes a complicated process to the students because they got anxious in speaking English. Language anxiety or foreign language anxiety more specifically, is usually associated with situational anxiety since it is a particular language learning situation that triggers a learner to grow anxious. In this case the students' speaking anxiety is triggered during an impromptu debate. Young (1992) stresses the language learning contexts as a construct peculiar to language learning situations while MacIntyre (1999) describe language anxiety as the “worry and negative emotional reaction aroused when learning or using a second/foreign language”.

The causes of success or failure can be external or internal, stable or unstable, and controllable or uncontrollable. Internal reasons are something that the students did. Someone or something else controls external reasons. Stable causes are expected to occur again, and unstable causes are changeable. Controllable causes are something a student can change, but uncontrollable causes



are believed to be unchangeable (Vockell, n.d). Males tend to focus more on ability and other internal factors while females tend to focus on effort and external factors (McClure, Meyer, Garisch, Fischer, Weir, & Walkey, 2011).

Attribution theory focuses on two types of goals, learning goals and performance goals. Students who have learning goals are students who want to learn more and work hard to succeed. Students who have learning goals can see failure as a motivator. For students with performance goals, failure is anti-motivation. Students are focused on performance and outcomes. They do not want to try if failure is at all possible (Vockell, n.d).

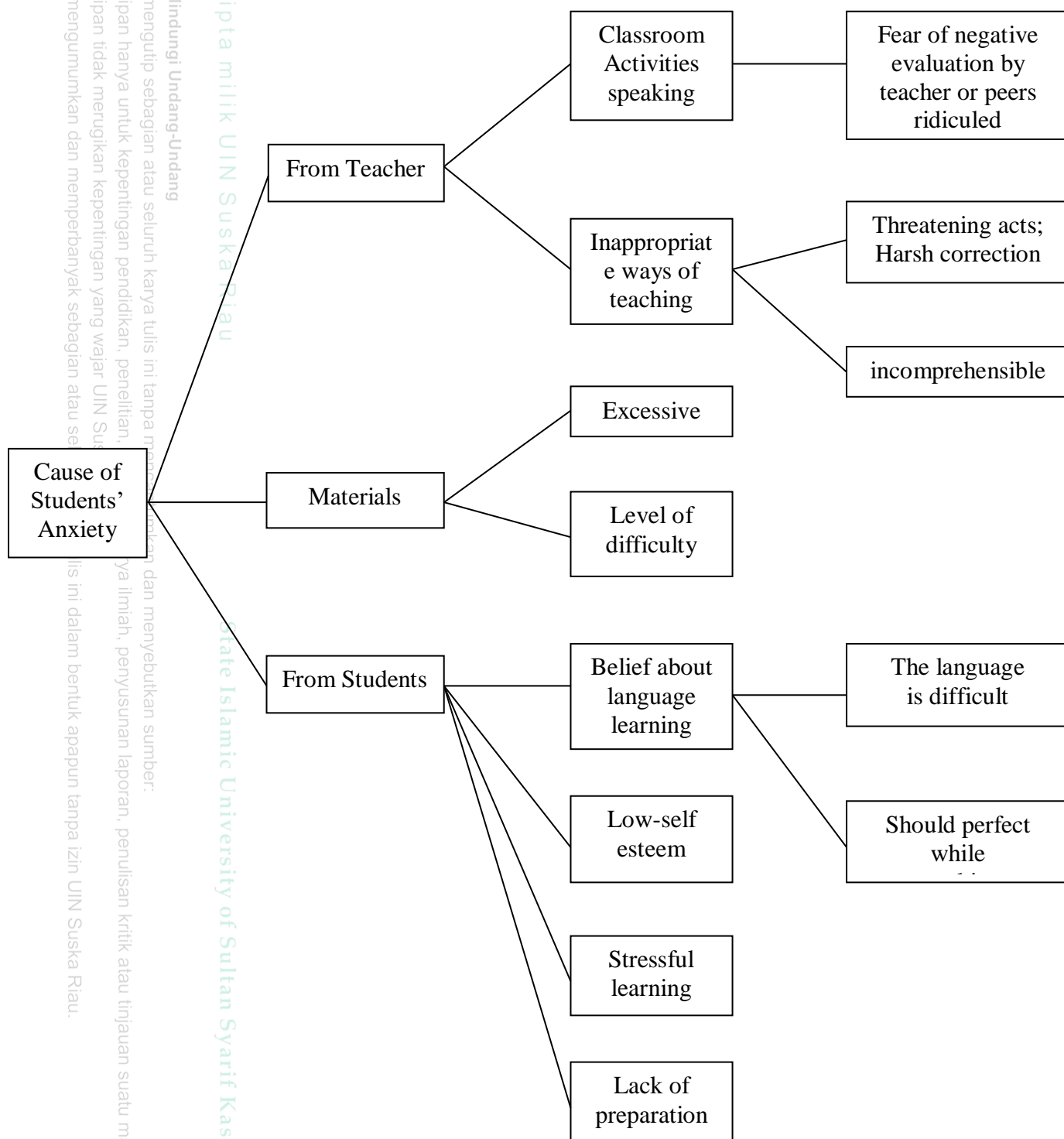
It has been mentioned before that speaking is considered as one of difficult skills to be mastered by the students. In speaking, the students have to apply their knowledge of the language when they converse with others. However, it becomes a complicated process to the students because they have limited knowledge of vocabulary and grammar.

FLCAS by Horwitz was developed to measure students' speaking anxiety level and semi-structured interview to know the factors that influence students' speaking anxiety and learning strategy to help students' speaking anxiety. Teachers should administer a FLCAS for diagnostic purpose if they cannot identify their highly anxious students by simply looking at them (Gerencheal : 2016).

By synthesizing theories and research findings discussed above, in this study, students' anxiety can be conceptualized into the next theoretical framework.



Diagram 2.1 The Conceptual Framework of Students' Anxiety



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengutip sumbernya.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, atau pengkajian yang sah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengutip sumbernya.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, atau pengkajian yang sah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

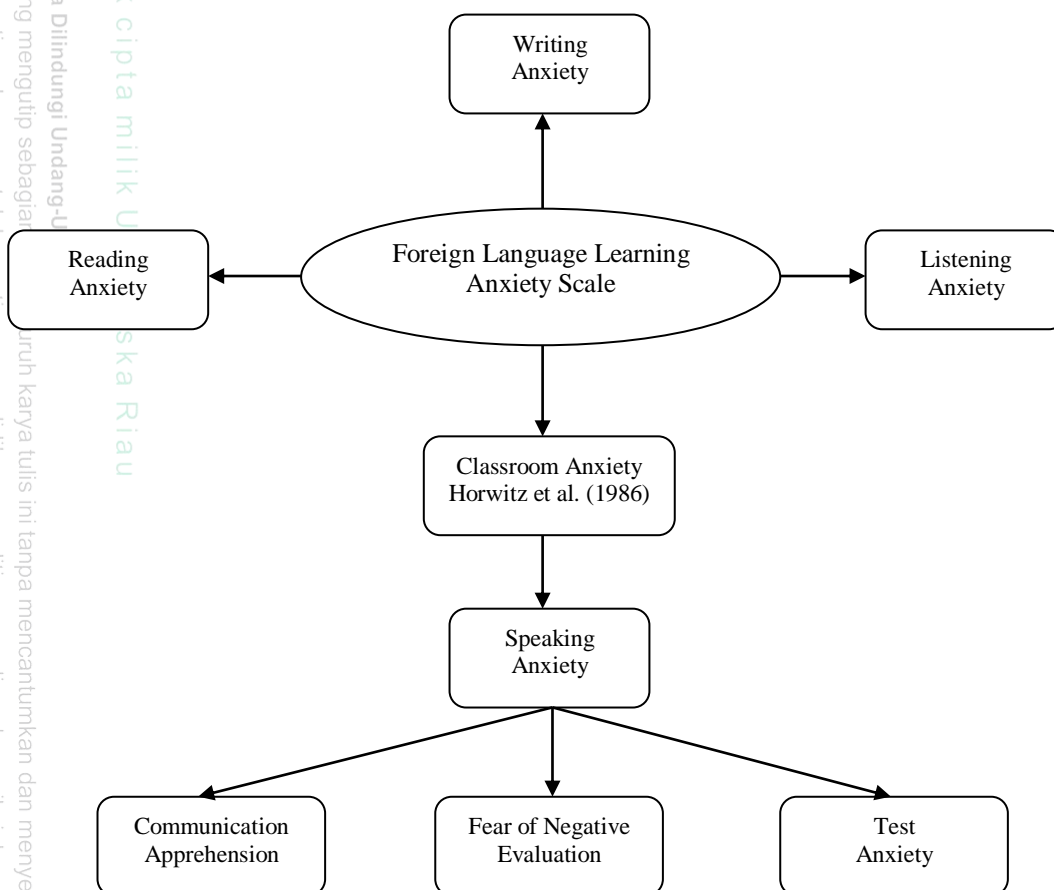
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



Diagram 2.2 The Conceptual Framework of Speaking Anxiety



This study was carried out based on the following indicators of anxiety:

- a. Students' sense, uptight feeling
- b. Students' inability to relax
- c. Students' feeling restless, keyed up, or on edge
- d. Students' muscle tension, aches or soreness
- e. Students' trouble falling or staying asleep
- f. Students' difficulties of concentration
- g. Students' irritability or impatience.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is central to the journey of the research which covers the research design along with the research method, research site, the research participants, data collection, research instruments and data analysis. The chapter begins first with the research design.

3.1 Design of the Research

Research is an alternative way to investigate phenomena and increase knowledge. According to Cresswell (2012 : 3) Research is a process of steps used to gather and analyze information to improve our understanding of a topic or problem. Based on the theory, this research used a qualitative approach to investigate phenomena by using case study designs.

In addition, Crug and Schluter (2013 : 4) views that qualitative research usually focuses on one or several pieces of evidence and analyzes it in detail and with a view of its various characteristics. This means that the data collected is not in the form of numbers, but data comes from manuscript of interviews, field notes, personal documents, memo notes, and other official documents. So, the purpose of qualitative research is to describe the empirical reality behind the phenomenon in depth, in detail and comprehensively.

This research was a case study research using using descriptive qualitative method. According to Ary *et al* (2006 : 440) A case study is a type of qualitative research that focuses on an individual or a group case. This group of individuals is



called unique or extreme characteristics. In case studies, investigators seek to examine individuals or units in depth. The investigator tries to find all important variables in the history or development of the subject.

A case study has the characteristics as stated by the experts as a study that is conducted intensively, detailed and depth toward an organization, institution or certain phenomenon (Arikunto, 2006). A case can be an individual, an institution or a group considered as a unit in the research. In conjunction with the explanation, this research is a case study because of its characteristics. This study attempted to explore certain information about a phenomenon or case of a subject. The case of this research was students' anxiety in impromptu debate and the subject was the English Club at SMAN 8 Pekanbaru.

Because this research was a case study, a qualitative descriptive method was used. Descriptive method is a method that examines the status of humans, objects, a set of conditions, systems of thought, or even a class of phenomena today (Nazir: 2005). That is to say, qualitative research is a research procedure that produces written or verbal descriptive data from research that tends to be observed (Nazir : 2005).

This research employed the above method because it was uited to the research objectives that focus on the problems of students with speaking anxiety in impromptu debates and the possible causes of the problems in conducting impromptu debates by students. The results of the study based more on the interpretation of data found in the field. The results are not written in numbers and



tables with statistical measures, but are illustrated in the form of explanatory words for the results and presented in the form of narration.

3.2 Place and Time

This research was conducted at the English Club at SMAN 8 Pekanbaru.

The researcher chose this place as an object because an observation was made before this school was chosen as site of the object.

There were two motives why researcher conducted research in this club.

First, researcher was able to observe this club and this made researcher increasingly want to do research in this club. Second, this club applies impromptu debate every week. The research was carried out from January to February.

3.3 Informants of The Research

As used here, the term "key informant" has a more limited definition than usual. In traditional anthropological fieldwork, key informants are used primarily as sources of information on various topics, such as kinship and family organization, economic systems, political structures, and religious beliefs and practices. In short, they are interviewed intensively over a broad period of time for the purpose of providing a relatively complete ethnographic description of the social and cultural patterns of their groups. In certain ways, several informants are interviewed with the aim of securing a total cultural pattern. This technique is perfect for collecting qualitative and descriptive types of data that are difficult or time-consuming to explore through structured data collection techniques such as questionnaire surveys (Tremblay : 1955) In this research, researcher took the



students as the informants who had joined the English Club at SMAN 8 Pekanbaru.

To select the participants, purposive sampling techniques was used. According to Arikunto (2010: 183), purposive sampling is the process of selecting samples by taking subjects that are not based on level or area, but are taken based on specific objectives. According to Riyanto (2001: 81) technique is the orientation of choosing a sample whose population and the specific purpose of this research is to be determined by the researcher at first. With purposive sampling, researchers can choose samples that represent and represent the population. Descriptive research usually uses a larger sample; it is sometimes recommended that one select ten to twenty percent of the population that can be accessed for samples (Sugiono : 2010).

Since it is not feasible and time efficient to gather information from all of the existing informants, researchers limit the amount of data in a small number of informants. In this research, based on the questionnaire and observations, the researcher selected 7 of 15 students who were interview and appeared to have a fairly high level anxiety when conducting the impromptu debate in the English Club.

3.4 The Data Collection

An instrument is an implementation or a tool used by researcher to collect data (Arikunto, 2006:149). The instruments used in this research were aimed to obtain the data from 15 students. To obtain the data, the researcher used three techniques of the data collection, questionnaire, observation, and interview.



3.4.1 Questionnaire

Questionnaire is an instrument used in a survey design where the participants in the study complete it and return it to the researcher (Creswell, 2012). Questionnaire is also defined as a self-report data collection instrument that each research participant fills out as part of a research study. In this research, the researcher had to use instruments to help to collect the data of the research. According to Arikunto (1985) research is a manner that is used to collect the data. This research used Foreign Language Classroom Anxiety Scale (FLCAS) translated by the writer. In this research, closed-ended questionnaire was used. It is a questionnaire whose answers of the questions are provided so that the respondents only had to choose the suitable options on the answer sheet. The questionnaire was in the form of Likert scale type with five options; strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. To determine the students' score the item scores were used at first.

The questionnaire used was Foreign Language Classroom Anxiety Scale (FLCAS) that was developed by Horwitz et.al, which was used to measure the level of students' anxiety in the language class. The following are the Likert scale with the respective score.

1. Strongly Agree : 5
2. Agree : 4
3. Neither agree nor disagree : 3
4. Disagree : 2



5. Strongly disagree : 1

An example of FLCAS item :

I never feel quite sure of myself when I am speaking in my foreign language class.

- Strongly Agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Horwitz et.al's questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS), the instrument used in assessing students' speaking anxiety was adopted from Horwitz et.al (1986) but it was modified by the researcher.

The following are the items of Questionnaire based on the types of anxiety (Horwitz et al., 1986) :

1. Communication apprehension (items 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32)
2. Test anxiety (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28)
3. Fear of negative evaluation (items 2, 7, 13, 19, 23, 31, and 33)

3.4.2 Observation

Ary et al, (2010) define that observation is the basic method for obtaining data qualitatively. According to Creswell (2009) observation is the process of collecting endless information directly by observing people and places in the research field. This means that observation is needed to collect data about student anxiety in impromptu debates. In this study, observation sheets were used to produce the data in a descriptive form.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

There is descriptive data called field notes. Field notes are texts (words) recorded by researchers during observations in qualitative research (Creswell: 2012). Field notes are used to record observations in qualitative studies (Creswell, 2002; 2005; 2008; 2012). Field notes are texts (words) that are recorded by researcher when making observations in qualitative research (Creswell, 2012, p. 216). Descriptive field notes were used in this study because the purpose of this study was to find out the accurate details and descriptions of what was seen, heard, and experienced (Bogdan and Biklen (1982).

The heading at the top of the field notes records essential information about the time, place, and activities observed. Consider what information you will record during an observation. For example, this information might include portraits of the participants, the physical setting, particular events and activities, and personal reactions (Bogdan & Biklen, 1998). In observing a classroom, for example, you may record activities by the teacher, the students, the interactions between the students and teacher, and the student-to-student conversations. Descriptive field notes record a description of the events, activities, and people (e.g., what happened). Reflective field notes record personal thoughts that researchers have that relate to their insights, hunches, or broad ideas or themes that emerge during the observation (e.g., what sense you made of the site, people, and situation) (Creswell : 2012).

In this research, observation was conducted to describe the students' anxiety in doing impromptu debate. In conducting the observation, non-participant observation was conducted related to the students' anxiety in doing



impromptu debate. The observation was conducted during the impromptu debate process in the English Club. To support the required data, the researcher used field notes that are potential to record every activity of students' anxiety in doing impromptu debate in the English Club.

3.4.3 Interview

In a qualitative interview, the researcher conducts a direct interview with informants. In-depth information and data can be obtained by a researcher by conducting interviews (Alwasilah: 2011). According to Singleton, *et al* (1993), an interview is a face-to-face discussion or communication between the interviewer and the respondent. Ary, *et al* (2006) stated that interview is a way to collect data or information about the opinions, beliefs and feelings of participants about the phenomenon. In addition, the data gained from interviews can support and clarify data from observations and questionnaires. In addition, Ari *et al* (2010) mention three types of interviews as follows:

- a. Unstructured interview. In this type of interview, the direction of the interview is strongly guided by the respondent's answer. For this reason, the direction of the interview is difficult to predict.
- b. Semi-structured interview. This interview begins with the general idea of the researcher but during the interview he does not use pre-arranged questions.
- c. Structured interview. The direction of the interview is guided by a general idea of research from a pre-arranged list of questions.

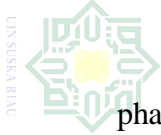
The interview model in this study is a semi-structured interview. The purpose of this model is to find problems openly where respondents are asked to



give their opinions and ideas (Sugiono, 2012). The targeted interviews were English teachers and the students of SMAN 8 PEKANBARU. It was one-on-one interview where “the researcher asked questions and recorded the answers from the only participants in the study at a time” (Creswell, 2012). The interview was recorded by using a voice recorder. To avoid misunderstanding and to make the students answer the questions more easily, the questions were delivered in Indonesian. The interview focused on the students’ anxiety in the impromptu debate in the English Club at SMAN 8 Pekanbaru.

3.5 The Data Analysis Technique

After all data had been collected, the writer started to process them. The researcher examined the recordings, transcripts and interviews. Researchers analyzed data obtained from observations, questionnaire and interview. The data were analyzed by using qualitative method. The data were transcribed into written transcripts, and then they were identified, selected and also classified. First, the researchers carefully examined video recordings of observations that occurred when conducting impromptu debates and analyzing questionnaire results. After getting the results of the analysis of observations and questionnaire and knowing students with anxiety levels above the average, then researcher conducted an interview. Then, after completing the observation and questionnaire analysis, the researcher analyzed the answers from the interview. And at the end of the study, the researcher made a summary and a conclusion. The researcher had good communication with students, so students were welcomed and helped during the research. According to Miles and Huberman (1994: 12), there are three main



phases of data analysis: Data Reduction, Data Display, and Conclusion or Verification.

3.5.1 Data Reduction

Data reduction means choosing, focusing on simplification, abstracting and transforming raw data. In the process of data reduction or data reduction, qualitative data can be transformed and simplified in several ways; choosing, summarizing, grouping, categorizing, coding, or parting. It means data reduction is the process by which researcher will identify and select the most important parts that are relevant to the topic. So, this analysis will focus on observing the appropriate research data and interviewing students whose questions have been formulated until the data is saturated.

In this researcher began with the coding and reducing process. This was the core of a qualitative analysis. Wiersma (2002) suggests that coding is similar to a rummage sale where the researcher should sort the data into categories (as cited in Ary et al., 2010). Ary et al. (2010) state that the most common approach in coding is to reread the data and sort them into the units of meaningful words, subjects' ways of thinking, behavior patterns, and important events that appear regularly. Coding in this study was aimed to recognize the differences and similarities of the data. The data with the same code would be placed together. After that, the researcher examined all the items with the same code and united them into one category. There were three categories of types of speaking anxiety; namely communication apprehension, test anxiety, and fear of negative evaluation. There were four categories of the factors affecting the students'



speaking anxiety; namely, cognitive factor, psychological factor, social factor, and physical factor. Then researcher summarized the findings by relating the connections among the categories.

3.5.2 Data Display

After the data were reduced, the next step was data display. Data display means a group of information that will direct the researcher to draw conclusions. Data view was converted or recorded video was copied and made into text descriptions. By displaying data, what data to be reduced or taken was clear. This data presentation was complemented by the analysis of the included data analysis of questionnaire results, analysis of observation results and analysis of interview results.

In this step, the researcher was interpreting and representing the data based on the theoretical framework and previous study. Ary *et al.* (2010, p. 490) state that 'interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations'. In interpreting the qualitative data, the researcher confirmed and supported the data with the theories and previous studies that had been known. After interpreting the data, the researcher represented them. To represent the data, the researcher reported them through descriptive details.

3.5.3 Conclusion or verification

The final step in this process was conclusion or verification. The researcher made conclusions based on data display such as new theories and can also be in the form of answering the research questions above. The researcher



made a conclusion on the types and factors affecting of students' anxiety in impromptu debate at the English Club of SMAN 8 Pekanbaru. In this step, the researcher could conclude the three steps in reporting qualitative research results. First, data reduction. This step was followed to find out the main points of this research. Second, after getting the main points of research, they were explained in narrative form so that they were meaningful and easier to understand. The last step was making the conclusion. In this step, the researcher made the conclusion of the research based on the analysis of the data and the results or the findings of the study.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpulkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and the recommendations of the research results. The conclusions are deduced from the research results and discussion. The recommendations are addressed to the speaking teachers and the future researchers who are going to conduct research with similar interest.

5.1 Conclusions

This research was conducted to investigate the types of speaking anxiety experienced by the students in doing impromptu debate and to find out why the students encountered speaking anxiety in doing impromptu debate in the English Club at SMN 8 Pekanbaru. This section provides the information of the types and the factors affecting speaking anxiety in impromptu debate. Besides, this section also provides the pedagogical implications of the research.

Referring to the findings obtained from the questionnaire, observation, and interview, it was found out that students' speaking anxiety happened in the impromptu debate performance in English Club. The result of this research showed that the most experienced type of speaking anxiety was communication apprehension. The students' communication apprehension came from being shy and nervous in front of the audience, embarrassed to start an impromptu debate, feeling less confident in front of people who are more experienced, anxious when opponents' arguments were better, and a lack of insight. The first research question was answered through this finding where students' communication



apprehension led them to encounter speaking anxiety. Based on the findings, it is important to build up students' positive mindset on their capability. Thus, the role of their peers and their teacher becomes important to minimize their communication apprehension.

The answer to the first research question was in line with the result of the second research question where social factors gave a huge impact to prevent the increase of the students' speaking anxiety. The supportive relationships and positive support systems in class helped the students to cope with the speaking anxiety as they performed in their impromptu debate. Even though they acknowledged that the speaking anxiety appeared, positive feedback from the teacher and the appreciation from the peers could reduce their worries. The positive bonding among the students could also be strengthened from group works and jokes they made during the class. It helped the students to feel more comfortable since the class became relaxed as they got familiar with each other. Besides, the teacher's behavior could also encourage and motivate the students so that they became less anxious of doing the class activities.

Based on these findings, it could be concluded that the peers and the teacher gave a huge impact on one's speaking anxiety and self-confidence in performing impromptu debate. Through this research, it could be summed up that the presence of speaking anxiety could not be avoided but could be minimized from several ways. The positive attitude, respect, supportive relationship and collaborative peers were the important points that should be developed by the students to minimize other students' feeling of being incompetent. The motivating



compliment, positive feedback, respecting attitude, and enthusiastic way of teaching are also important to minimize the speaking anxiety.

5.2 Recommendations

On the basis of the findings of the research, some recommendations are provided. Those recommendations can be considered by the English Club teacher or Speaking Class teacher and the next researcher who have the same interest to conduct similar research.

5.2.1 English Club Teacher or Speaking Class Teacher

The teachers are recommended that they implement impromptu debate in speaking class or the English Club as it offers benefits in gaining students' expertise by giving them the opportunity to practice speaking in public. As the facilitator of learning activities in class, the teachers should help the students cope with their speaking anxiety by making them work in groups so that they will feel less anxious since they can learn together with their classmates of the same level and they do not feel evaluated by the whole class. In general, the teacher can minimize the students' speaking anxiety by giving them motivation and positive feedback and by building up their positive self-perception on their English competences. The teacher is also recommended that s/he consider becoming a good role model to make the students respect other members of the class and to raise their enthusiasm.



5.2.2 Future Researchers

Next researchers are recommended that they can continue doing research by making deeper investigations related to the strategies the students employed to cope with the speaking anxiety they experienced in the English Club or the Speaking Class. They are also recommended that they can develop this research into Classroom Action Research (CAR) or Research and Design (R&D) to help the students cope with or to minimize their speaking anxiety in the English Club.

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

BIBLIOGRAPHY

A. S. Homby. 1995. *Oxford Advanced Learner's Dictionary of Current English*. Oxford University Press.

Aida, Y. 1994. Examination of Horwitz and Cope's construct of foreign language anxiety: The case of students of Japanese. *Modern Language Journal*, 78(2), 155- 167. Cited in Woodrow (2006).

Anandari, C. 2015. *Indonesian EFL students' anxiety in speech production: Possible causes and remedy*. *Teflin*, 26(1), 1-16.

Argaman, O., & Abu-Rabia, S. 2002. *The influence of language anxiety on English reading and writing tasks among native Hebrew speakers*. *Language Culture and Curriculum*, 15(12), 143-160.

Brown, H. D. 1994. *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nd ed.). Longman.

Brown, H. D. 2000. *Principles of Language Learning and Teaching*. New York: Longman, Inc.

Brown, H. D. 2001. *Principle of Language Learning and Teaching*. San Francisco State University.

Brown, H. D. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education

Bull. V. 2008. *Oxford Learner's Pocket Dictionary. Fourth Edition*. New York: Oxford University Press.

Cameron, L. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University.

Carlson, Neil R., and William, Buskist. 1997. *Psychology: The Science of Behavior*. Needham Heights: Viacom Company.

Carter, Ronald. Nunan, David. 2001. *The Cambridge Guide to Teaching English to Speaker of Other Language*. Melbourne: Cambridge University Press.

Chaney, A.L., T.L. Burke. 1998. *Teaching Oral Communication in Grades K-8*. Boston: Allyn and Bacon.



Hak Cipta I
idung
1. Di
ang
2. Di
a. Pen
b. Pen
2. Di

- Cheng, H. and Dörnyei, Z. 2007. *The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan*. Innovation in Language Learning and Teaching, 1, 153-174. <http://dx.doi.org/10.2167/illt048.0>
- Clark, D. A., & Beck, A. T. (2010). *Cognitive Therapy of Anxiety Disorders: Science and practice*. Guilford Press.
- Clevenger, T., & Halvorson, S. K. (1992). Converting the PRCA-State Version 2 to the Speech Anxiety Scale. Tallahassee, The Florida State University.
- Creswell, J. 2012. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (P. Smith, Ed.) (fourth ed., p. 295). Boston: Pearson Education, Inc.
- Dayhoff, Signe. 2000. *Diagonally-parked in a parallel universe. Working through social anxiety*. Placitas, New Mexico: Effectiveness-Plus Publications.
- Devito, Joseph. 1997. *Komunikasi Antarmanusia*. Professional Books: Jakarta
- Edmunds K.M., & Bauserman K.L. 2006. *What Teacher can Learn Reading Motivation through Conversation with Children*. The Reading Teacher, Vol. 59, no. 5, pp. 414-424.
- Effiong, O. 2016. Getting them speaking: Classroom social factors and foreign language anxiety. *TESOL Journal*, 7(1), 132-161.
- Elliot, N. 2000. *Educational Psychology. Third Edition*. USA: McGraw-Hill
- Fauziati, Endang. 2010. *Teaching English as a Foreign Language (TEFL)*. Surakarta: PT.Era Pustaka.
- Ganschow, L., Sparks, R., Anderson, R., Javorsky, J., Skinner, S., & Patton, J. 1994. Differences in anxiety and language performance among high- and low-anxious college foreign language learners. *Modern Language Journal*, 78, 41-55.
- Gardner, R. C. & MacIntyre, P. D. (1993). A student's contribution to Second Language Learning: Part II, Affective Factors. *Language Teaching*, 26, 1-11.
- Gregersen, T. S. 2005. Non Verbal Cues: Clues to the Detection of Foreign Language Anxiety. *Foreign Language Annuals*. 38, 388-400.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. England: Longman, 3rd Ed.



Harmer, Jeremy. 2007. *How to Teach English*. Cina: Pearson Longman.

Horwitz, E. K. 2010. Foreign and second language anxiety. *Language Teaching*, 43, 2, 154-167.

Horwitz, E. K. (2001). Language Anxiety and Achievement: *Annual Review of Applied Linguistic*, 21, 112- 126.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety: *modern language journal*, 70, 125- 132.

Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. University of Nevada. The Internet TESL Journal, Vol. XII, No. 11, November 2006 (<http://iteslj.org/> being accessed on May 20th, 2009)

Kemendikbud. (2013). *Dokumen Kurikulum 2013*. Jakarta: Kemendikbud

Kinjemuratova, A. 2016. Impromptu speaking as one of the ways of organizing student centered learning. *Journal Foreign Language Education*, I (9). Retrieved October 6, 2017, from <http://journal.fledu.uz/en/english-impromptu-speaking-as-one-of-the-ways-of-organizing-student-centered-learning/>.

Krashen, S. D. 1982. *Principles and Practices in Second Language Practice*. Introduction to the Internet Edition. Pergamon Press.

Lanerfeldt, M. 1992. *Talangan, Barns TalOch Spraksvarihheter*. Lund: Sudentliteratur.

Linse, C. T. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill.

Liu, M. 2007. Anxiety in Oral English Classroom: A Case Study in China. *Indonesian Journal of English Language Teaching*. Vol. 3. No. 1, 199- 137

MacIntyre, P. D., Noels, K. A. & Clement, R. 1997. Biases in Self-Ratings of Second Language Proficiency: The Role of Language Anxiety. *Language Learning*. 47(2), 265-287.

MacIntyre, P.D. and Gardner, R.C. (1989). Anxiety and Second Language learning: Toward a theoretical Clarification. *Language Learning*, 39: 251-275

MacIntyre, P. & Gardner, R. (1991). Methods and Results in the Study of Anxiety and Language Learning: A Review of the Literature. *Language Learning*, 41, 85- 117.



Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second-language learning: Toward a theoretical clarification. *Language Learning*, 39, 251-275.

Mahmoudi, A., & Mahmoudi, S. (2015). Internal and external factors affecting learning English as a foreign language. *International Journal of Language and Linguistics*, 3(5), 313-322.

Marwan, Ardi. *Investigating Students' Foreign Language Anxiety*, *Malaysian Journal of ELT Research*. Vol. 3, 2007.

McCroskey, J.C., Richmond, V.P. and McCroskey, L.L. (2006) *An Introduction to Communication in the Classroom: The Role of Communication in Teaching and Training*. Allyn & Bacon, Boston.

Mouleka, Fouty Be. (2013). *English Club Guide Book A Contribution to Bilingualism In Gabon*. Unites States of America: Trafford publishing.

Naire, James S. 2011. *Psychology Fifth Edition*. Singapore. Wadsworth Cengage Learning.

Nevid, Jeffrey S, et al. 2005. *Psikologi Abnormal. (Jilid 1 dan Jilid 2, judul asli: Abnormal Psychology in a Changing World 5th Edition)*. Jakarta: Erlangga.

Nunan, D. 1991. *Language Teaching Methodology: A textbook for teachers*. United Kingdom: Prentice Hall International (UK) Ltd.

Occhipinti, A. 2009. *Foreign language anxiety in in-class speaking activities two learning contexts in comparison (Unpublished master's thesis)*. The University of Oslo.

Oltmanns, T. F., & Emery, R. E. 2013. *Psikologi abnormal*. Yogyakarta: Pustaka Belajar.

Oltmanns, Thomas F. Emery, Robert E. 2012. *Abnormal Psychology Seventh Edition*. Boston. Pearson.

Pappamihel, N. E. 2002. English as a Second Language Students and English Language Anxiety: Issues in the Mainstream Classroom. *Proquest Education Journal*. 36(3), 327-355.

Pasassung, N. (2003). *Teaching English in an "acquisition-poor environment" : An ethnographic example of a remote Indonesian EFL classroom*. Sydney: Department of Linguistics University of Sydney.

Philip H. Coombs, *Apakah Perencanaan Pendidikan Itu, (terjemah)*, (Jakarta: Bhatara Karya Akasara, 1982).



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Richards, Jack C. 2002. *Teaching Listening and Speaking*. New York: Cambridge University Press.

Slavin. R., E. 2006. *Educational Psychology; Theory and Practice* (8th Edition). Boston; Pearson Education Inc.

Spielberger, C. 1983. *Manual for the State-Trait Anxiety Inventory (Form Y)*. Palo Alto, CA: Consulting Psychologists Press.

Sumadinata, N. 2004. *"Landasan Psikologi Proses Pendidikan"*. Bandung: PT. Remaja Rosda Karya.

Szyszka, M. 2017. *Pronunciation learning strategies and language anxiety*. Cham, Switzerland: Springer Nature.

Thornbury, S. and Slade, D. 2006. *Conversation: From Description to Pedagogy*. Cambridge University Press.

Thornbury, Scott. 2005. *How to Teach Speaking*. Longman.

Townsend, M.C. (2009). *Psychiatric mental health nursing*. (6th ed). Philadelphia: F.A. Davis Company.

Tsiplakides, I., & Keramida, A. 2009. Helping students overcome foreign language speaking anxiety in the English classroom: Theoretical issues and practical recommendations. *International Education Studies*, 2(4), 39-44.

Tuan, N. H., & Mai, T. N. 2015. Factors affecting students' speaking performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8-23.

Undang-undang No 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Yogyakarta: Penerbit puataka Yustisia, 2006).

Uno, Hamzah B. 2008. *Teori Motivasi & Pengukurannya (Analisis di Bidang Pendidikan)*. Jakarta: Penerbit Bumi Aksara.

Worde, R. V., *Students' Perspectives on Foreign Language Anxiety, Inquiry*. Vol.8 No. 3, 2003.

APPENDIXES

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





Appendix 1 : Questionnaire

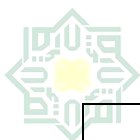
Foreign Language Classroom Anxiety Scale

Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign Language Classroom Anxiety. The Modern Language journal, 70 (2), 125-132.

Strongly Agree	Agree	Neither Agree	Disagree	Strongly Disagree
1	2	3	4	5

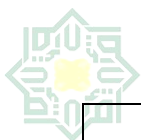
No	Statement	1	2	3	4	5
1	I never feel quite sure of myself when I am doing impromptu debate in my English Club. Saya tidak pernah merasa cukup yakin terhadap diri saya ketika saya melakukan debat dadakan di dalam klub bahasa Inggris.					
2	I do not worry about making mistakes in doing impromptu debate in the English Club. Saya tidak khawatir membuat kesalahan dalam melakukan debat dadakan di dalam klub bahasa Inggris.					
3	I tremble when I know that I am going to be called on in doing impromptu debate. Saya gemetar ketika saya tahu saya akan dipanggil untuk melakukan debat dadakan.					
4	It frightens me when I don't understand what the teacher is saying in the English Club. Saya takut ketika saya tidak mengerti apa yang guru katakan di dalam klub bahasa Inggris.					
5	It wouldn't bother me at all to take more impromptu debate. Mengambil debat dadakan yang lain sama sekali tidak mengganggu saya.					
6	During impromptu debate, I find myself thinking about things that have nothing to do with the course. Selama debat dadakan, saya merasa tidak berbuat apa-apa terhadap pelajaran.					
7	I keep thinking that the other students are better at languages than I am.					

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



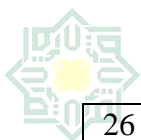
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

	Saya terus berfikir bahwa siswa lain lebih baik dari pada saya dalam berbahasa.					
8	<p>I am usually at ease during impromptu debate in my English Club.</p> <p>Saya biasanya merasa mudah selama melakukan impromptu debate di dalam klub bahasa Inggris.</p>					
9	<p>I start to panic when I have to debate without preparation in the English Club.</p> <p>Saya mulai panik ketika saya debat tanpa persiapan di dalam klub bahasa Inggris.</p>					
10	<p>I worry about the consequences of failing my English club.</p> <p>Saya khawatir tentang akibat dari kegagalan di dalam klub bahasa Inggris.</p>					
11	<p>I don't understand why some people get so upset over the English club.</p> <p>Saya tidak mengerti kenapa sebagian orang sangat kecewa setelah mengikuti klub bahasa Inggris.</p>					
12	<p>In the English club, I can get so nervous I forget things I know.</p> <p>Di dalam klub bahasa Inggris, saya bisa sangat gugup ketika saya lupa hal yang saya tahu.</p>					
13	<p>It embarrasses me to volunteer to answer the question in the English club.</p> <p>Menjawab pertanyaan di dalam klub bahasa Inggris membuat saya malu.</p>					
14	<p>I wouldn't be nervous speaking the foreign language with native speakers.</p> <p>Berbicara bahasa Asing dengan <i>native speakers</i> tidak membuat saya gugup.</p>					
15	<p>I get upset when I don't understand what the teacher is correcting.</p> <p>Saya merasa kecewa ketika saya tidak mengerti apa yang diperbaiki oleh guru.</p>					
16	<p>Even if I am well prepared for English club, I feel anxious about it.</p> <p>Saya tetap merasa cemas sekalipun saya</p>					



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

	mempersiapkan dengan baik di dalam klub Bahasa Inggris.					
17	I often feel like not going to my English club. Saya sering merasa berkeinginan untuk tidak mengikuti klub bahasa Inggris.					
18	I feel confident when I speak in the English club. Saya merasa percaya diri ketika saya berbicara di dalam klub Bahasa Inggris.					
19	I am afraid if my English teacher is always corrects every mistake I make. Saya takut jika guru bahasa Inggris saya selalu memperbaiki setiap kesalahan yang saya buat.					
20	I can feel my heart pounding when I am going to be called on in doing impromptu debate in the English club. Saya bisa merasa gugup ketika saya akan dipanggil dalam melakukan debat dadakan di klub bahasa Inggris.					
21	The more I study for a language test, the more confused I get. Semakin saya belajar untuk test bahasa, maka saya semakin bingung.					
22	I don't feel pressure to prepare very well for the English club. Saya tidak merasa tertekan mempersiapkan dengan sangat baik untuk English club.					
23	I always feel that the other students speak English better than I do. Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik dari pada saya.					
24	I feel very self-conscious about speaking English in front of other students. Saya merasa sangat percaya diri berbicara bahasa Inggris di depan siswa yang lain di dalam kelas.					
25	English club moves so quickly so that I worry about getting left behind. Saya khawatir klub bahasa Inggris berjalan dengan cepat.					



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

26	I feel more tense and nervous in doing impromptu debate than my other class. Saya merasa tegang dan gerogi dalam melakukan debat dadakan dari pada materi lainnya.					
27	I get nervous and confused when I suddently perform impromptu debate in English club. Saya merasa gerogi dan bingung ketika tiba-tiba menampilkan debat dadakan di dalam klub bahasa Inggris.					
28	When I am on my way to English club, I feel very sure and relaxed. Saya merasa sangat yakin dan santai ketika saya menuju ke klub bahasa Inggris.					
29	I get nervous when I don't understand every words the English teacher says. Saya gerogi ketika saya tidak mengerti setiap kata yang diucapkan oleh guru bahasa.					
30	I feel overwhelmed by the number of rules I have to learn to speak English. Saya merasa heran dengan banyaknya aturan-aturan yang harus dipelajari untuk berbicara bahasa Inggris.					
31	I am afraid that the other students will laugh at me when I speak English. Saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris.					
32	I would probably feel comfortable when native speakers speak English. Barangkali saya akan merasa nyaman ketika native speaker berbicara bahasa inggris.					
33	I get nervous when the English teacher asks me questions which I haven't prepared in advance. Saya merasa gerogi ketika guru bahasa Inggris menanyai saya tentang hal yang belum saya persiapkan dengan baik.					

ANGKET TENTANG KECEMASAN SISWA DALAM MELAKSANAKAN DEBAT BAHASA INGGRIS SECARA SPONTAN

Nama Siswa : AISYAH MALIKA
 Kelas : X IPS 3
 Usia : 16
 Jenis Kelamin : (♀) Perempuan
 Hobi : membaca buku & menonton film & mendengarkan lagu

Nilai Bahasa Inggris : 98
 Lomba Debat yang Pernah Diikuti : UNWIL milad , ASPIRE
 Kursus Bahasa Inggris : -
 Pekerjaan Orang tua : PNS

PETUNJUK PENGISIAN

1. Pada angket ini terdapat 33 pernyataan. Pertimbangkan baik-baik setiap pernyataan dan tentukan kebenarannya berdasarkan pengalamanmu sendiri. Berilah jawaban yang benar-benar cocok dengan pilihanmu.
2. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain.
3. Catat responmu pada lembar jawaban yang tersedia dengan memberi tanda centang (✓), dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban.
4. Pengisian angket ini hanyalah untuk kepentingan penelitian semata.
5. Jawaban kamu dalam angket ini sama sekali **TIDAK** mempengaruhi nilai bahasa Inggris maupun nilai lain dalam kegiatan akademik.

Sangat Setuju	Setuju	Ragu-ragu	Tidak Setuju	Sangat Tidak Setuju
SS	S	R	TS	STS

No	Statement	SS	S	R	TS	STS
1	Saya tidak pernah merasa cukup yakin terhadap diri saya ketika saya melakukan debat dadakan di dalam klub bahasa Inggris.	✓				
2	Saya tidak khawatir membuat kesalahan dalam melakukan debat dadakan di dalam klub bahasa Inggris.				✓	
3	Saya gemetar ketika saya tahu saya akan dipanggil untuk melakukan debat dadakan.			✓		
4	Saya takut ketika saya tidak mengerti apa yang guru katakan di dalam klub bahasa Inggris.					✓
5	Mengambil debat dadakan yang lain sama sekali tidak mengganggu saya.		✓			
6	Selama debat dadakan, saya merasa tidak berbuat apa-apa terhadap pelajaran.					✓

		SS	S	R	TS	STS
7	Saya terus berfikir bahwa siswa lain lebih baik dari pada saya dalam berbahasa.					✓
8	Saya biasanya merasa mudah selama melakukan impromptu debate di dalam klub bahasa Inggris.			✓		
9	Saya mulai panik ketika saya debat tanpa persiapan di dalam klub bahasa Inggris.		✓			
10	Saya khawatir tentang akibat dari kegagalan di dalam klub bahasa Inggris.		✓			
11	Saya <u>tidak</u> mengerti kenapa sebagian orang sangat kecewa setelah mengikuti klub bahasa Inggris.	✓				✓
12	Di dalam klub bahasa Inggris, saya bisa sangat gugup ketika saya lupa hal yang saya tahu.		✓			
13	Menjawab pertanyaan di dalam klub bahasa Inggris membuat saya malu.					✓
14	Berbicara bahasa Asing dengan <i>native speakers</i> tidak membuat saya gugup.	✓				
15	Saya merasa kecewa ketika saya tidak mengerti apa yang diperbaiki oleh guru.		✓			
16	Saya tetap merasa cemas sekalipun saya mempersiapkan dengan baik di dalam klub Bahasa Inggris.				✓	
17	Saya sering merasa berkeinginan untuk tidak mengikuti klub bahasa Inggris.					✓
18	Saya merasa percaya diri ketika saya berbicara di dalam klub Bahasa Inggris.	✓				
19	Saya takut jika guru bahasa Inggris saya selalu memperbaiki setiap kesalahan yang saya buat.					✓
20	Saya bisa merasa gugup ketika saya akan dipanggil dalam melakukan debat dadakan di klub bahasa Inggris.		✓			
21	Semakin saya belajar untuk test bahasa, maka saya semakin bingung.					✓
22	Saya tidak merasa tertekan mempersiapkan dengan sangat baik untuk English club.	✓				
23	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik dari pada saya.					✓
24	Saya merasa sangat percaya diri berbicara bahasa Inggris di depan siswa yang lain di dalam kelas.	✓				

		SS	S	R	TS	STS
25	Saya khawatir klub bahasa Inggris berjalan dengan cepat.				✓	
26	Saya merasa tegang dan gerogi dalam melakukan debat dadakan dari pada materi lainnya.		✓			
27	Saya merasa gerogi dan bingung ketika tiba-tiba menampilkan debat dadakan di dalam klub bahasa Inggris.			✓		
28	Saya merasa sangat yakin dan santai ketika saya menuju ke klub bahasa Inggris.		✓			
29	Saya gerogi ketika saya tidak mengerti setiap kata yang diucapkan oleh guru bahasa Inggris.					✓
30	Saya merasa heran dengan banyaknya aturan-aturan yang harus dipelajari untuk berbicara bahasa Inggris.					✓
31	Saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris.					✓
32	Barangkali saya akan merasa nyaman ketika native speaker berbicara bahasa Inggris.	✓				
33	Saya merasa gerogi ketika guru bahasa Inggris menanyai saya tentang hal yang belum saya persiapkan dengan baik.				✓	

**ANGKET TENTANG KECEMASAN SISWA DALAM MELAKSANAKAN
DEBAT BAHASA INGGRIS SECARA SPONTAN**

Nama Siswa	: Bambang Darmawan	Nilai Bahasa Inggris	: 89 A ⁺
Kelas	: XI MIPA 1	Lomba Debat yang Pernah Diikuti	: SEO, MPDL, KKN, KIR, EFL
Usia	: 17 tahun	Kursus Bahasa Inggris	: EF
Jenis Kelamin	: Laki-laki	Pekerjaan Orang tua	: Dokter spesialis anak
Hobi	: Bermain		: Bermain

PETUNJUK PENGISIAN

1. Pada angket ini terdapat 33 pernyataan. Pertimbangkan baik-baik setiap pernyataan dan tentukan kebenarannya berdasarkan pengalamanmu sendiri. Berilah jawaban yang benar-benar cocok dengan pilihanmu.
2. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain.
3. Catat responmu pada lembar jawaban yang tersedia dengan memberi tanda centang (✓), dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban.
4. Pengisian angket ini hanyalah untuk kepentingan penelitian semata.
5. Jawaban kamu dalam angket ini sama sekali **TIDAK** mempengaruhi nilai bahasa Inggris maupun nilai lain dalam kegiatan akademik.

Sangat Setuju	Setuju	Ragu-ragu	Tidak Setuju	Sangat Tidak Setuju
SS	S	R	TS	STS

No	Statement	1 SS	2 S	3 R	4 TS	5 STS
1	Saya tidak pernah merasa cukup yakin terhadap diri saya ketika saya melakukan debat dadakan di dalam klub bahasa Inggris.			✓		
2	Saya tidak khawatir membuat kesalahan dalam melakukan debat dadakan di dalam klub bahasa Inggris.	✓				
3	Saya gemetar ketika saya tahu saya akan dipanggil untuk melakukan debat dadakan.					✓
4	Saya takut ketika saya tidak mengerti apa yang guru katakan di dalam klub bahasa Inggris.					✓
5	Mengambil debat dadakan yang lain sama sekali tidak mengganggu saya.	✓				
6	Selama debat dadakan, saya merasa tidak berbuat apa-apa terhadap pelajaran.					✓

		1 SS	2 S	3 P	4 TS	5 SIS
7	Saya terus berfikir bahwa siswa lain lebih baik dari pada saya dalam berbahasa.			✓		
8	Saya biasanya merasa mudah selama melakukan impromptu debate di dalam klub bahasa Inggris.	✓				
9	Saya mulai panik ketika saya debat tanpa persiapan di dalam klub bahasa Inggris.					✓
10	Saya khawatir tentang akibat dari kegagalan di dalam klub bahasa Inggris.					✓
11	Saya tidak mengerti kenapa sebagian orang sangat kecewa setelah mengikuti klub bahasa Inggris.	✓				
12	Di dalam klub bahasa Inggris, saya bisa sangat gugup ketika saya lupa hal yang saya tahu.				✓	
13	Menjawab pertanyaan di dalam klub bahasa Inggris membuat saya malu.					✓
14	Berbicara bahasa Asing dengan <i>native speakers</i> tidak membuat saya gugup.	✓				
15	Saya merasa kecewa ketika saya tidak mengerti apa yang diperbaiki oleh guru.		✓			
16	Saya tetap merasa cemas sekalipun saya mempersiapkan dengan baik di dalam klub Bahasa Inggris.					✓
17	Saya sering merasa berkeinginan untuk tidak mengikuti klub bahasa Inggris.					✓
18	Saya merasa percaya diri ketika saya berbicara di dalam klub Bahasa Inggris.	✓				
19	Saya takut jika guru bahasa Inggris saya selalu memperbaiki setiap kesalahan yang saya buat.					✓
20	Saya bisa merasa gugup ketika saya akan dipanggil dalam melakukan debat dadakan di klub bahasa Inggris.			✓		
21	Semakin saya belajar untuk test bahasa, maka saya semakin bingung.					✓
22	Saya tidak merasa tertekan mempersiapkan dengan sangat baik untuk English club.	✓				
23	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik dari pada saya.		✓			
24	Saya merasa sangat percaya diri berbicara bahasa Inggris di depan siswa yang lain di dalam kelas.		✓			

1 2 3 4 5
SS S R TS STS

25	Saya khawatir klub bahasa Inggris berjalan dengan cepat.			✓		
26	Saya merasa tegang dan gerogi dalam melakukan debat dadakan dari pada materi lainnya.					✓
27	Saya merasa gerogi dan bingung ketika tiba-tiba menampilkan debat dadakan di dalam klub bahasa Inggris.				✓	
28	Saya merasa sangat yakin dan santai ketika saya menuju ke klub bahasa Inggris.	✓				
29	Saya gerogi ketika saya tidak mengerti setiap kata yang diucapkan oleh guru bahasa Inggris.					✓
30	Saya merasa heran dengan banyaknya aturan-aturan yang harus dipelajari untuk berbicara bahasa Inggris.			✓		
31	Saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris.			✓		
32	Barangkali saya akan merasa nyaman ketika native speaker berbicara bahasa Inggris.	✓				
33	Saya merasa gerogi ketika guru bahasa Inggris menanyai saya tentang hal yang belum saya persiapkan dengan baik.			✓		

**ANGKET TENTANG KECEMASAN SISWA DALAM MELAKSANAKAN
DEBAT BAHASA INGGRIS SECARA SPONTAN**

Nama Siswa : M. Romnesary N.S.B Nilai Bahasa Inggris : 98
 Kelas : X MIPA 1. Lomba Debat yang Pernah Diikuti : MILAD
 Usia : 14 tahun Kursus Bahasa Inggris : EF
 Jenis Kelamin : Laki-laki Pekerjaan Orang tua : dokter
 Hobi : belajar lah

PETUNJUK PENGISIAN

1. Pada angket ini terdapat 33 pernyataan. Pertimbangkan baik-baik setiap pernyataan dan tentukan kebenarannya berdasarkan pengalamanmu sendiri. Berilah jawaban yang benar-benar cocok dengan pilihanmu.
2. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain.
3. Catat responmu pada lembar jawaban yang tersedia dengan memberi tanda centang (✓), dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban.
4. Pengisian angket ini hanyalah untuk kepentingan penelitian semata.
5. Jawaban kamu dalam angket ini sama sekali **TIDAK** mempengaruhi nilai bahasa Inggris maupun nilai lain dalam kegiatan akademik.

Sangat Setuju	Setuju	Ragu-ragu	Tidak Setuju	Sangat Tidak Setuju
SS	S	R	TS	STS

No	Statement	SS	S	R	TS	STS
1	Saya tidak pernah merasa cukup yakin terhadap diri saya ketika saya melakukan debat dadakan di dalam klub bahasa Inggris.			•		
2	Saya tidak khawatir membuat kesalahan dalam melakukan debat dadakan di dalam klub bahasa Inggris.			•		
3	Saya gemetar ketika saya tahu saya akan dipanggil untuk melakukan debat dadakan.		X		•	
4	Saya takut ketika saya tidak mengerti apa yang guru katakan di dalam klub bahasa Inggris.				•	
5	Mengambil debat dadakan yang lain sama sekali tidak mengganggu saya.		•			
6	Selama debat dadakan, saya merasa tidak berbuat apa-apa terhadap pelajaran.				•	

SS S R TS STS

7	Saya terus berfikir bahwa siswa lain lebih baik dari pada saya dalam berbahasa.					•	
8	Saya biasanya merasa mudah selama melakukan impromptu debate di dalam klub bahasa Inggris.			•			
9	Saya mulai panik ketika saya debat tanpa persiapan di dalam klub bahasa Inggris.			•			
10	Saya khawatir tentang akibat dari kegagalan di dalam klub bahasa Inggris.			•			
11	Saya tidak mengerti kenapa sebagian orang sangat kecewa setelah mengikuti klub bahasa Inggris.			•			
12	Di dalam klub bahasa Inggris, saya bisa sangat gugup ketika saya lupa hal yang saya tahu.				•		
13	Menjawab pertanyaan di dalam klub bahasa Inggris membuat saya malu.					•	
14	Berbicara bahasa Asing dengan <i>native speakers</i> tidak membuat saya gugup.			•			
15	Saya merasa kecewa ketika saya tidak mengerti apa yang diperbaiki oleh guru.					•	
16	Saya tetap merasa cemas sekalipun saya mempersiapkan dengan baik di dalam klub Bahasa Inggris.					•	
17	Saya sering merasa berkeinginan untuk tidak mengikuti klub bahasa Inggris.			•			
18	Saya merasa percaya diri ketika saya berbicara di dalam klub Bahasa Inggris.			•			
19	Saya takut jika guru bahasa Inggris saya selalu memperbaiki setiap kesalahan yang saya buat.					•	
20	Saya bisa merasa gugup ketika saya akan dipanggil dalam melakukan debat dadakan di klub bahasa Inggris.					•	
21	Semakin saya belajar untuk test bahasa, maka saya semakin bingung.					•	
22	Saya tidak merasa tertekan mempersiapkan dengan sangat baik untuk English club.			•			
23	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik dari pada saya.					•	
24	Saya merasa sangat percaya diri berbicara bahasa Inggris di depan siswa yang lain di dalam kelas.			•			

SS S R TS STS

25	Saya khawatir klub bahasa Inggris berjalan dengan cepat.				•	
26	Saya merasa tegang dan gerogi dalam melakukan debat dadakan dari pada materi lainnya.				•	
27	Saya merasa gerogi dan bingung ketika tiba-tiba menampilkan debat dadakan di dalam klub bahasa Inggris.				•	
28	Saya merasa sangat yakin dan santai ketika saya menuju ke klub bahasa Inggris.		•			
29	Saya gerogi ketika saya tidak mengerti setiap kata yang diucapkan oleh guru bahasa Inggris.				•	
30	Saya merasa heran dengan banyaknya aturan-aturan yang harus dipelajari untuk berbicara bahasa Inggris.				•	
31	Saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris.				•	
32	Barangkali saya akan merasa nyaman ketika native speaker berbicara bahasa Inggris.		•			
33	Saya merasa gerogi ketika guru bahasa Inggris menanyai saya tentang hal yang belum saya persiapkan dengan baik.				•	

**ANGKET TENTANG KECEMASAN SISWA DALAM MELAKSANAKAN
DEBAT BAHASA INGGRIS SECARA SPONTAN**

Nama Siswa	: Ezza FR	Nilai Bahasa Inggris	: 74
Kelas	: XI IPS 3	Lomba Debat yang Pernah Diikuti	: Risetfest, highland, dan
Usia	: 16	Kursus Bahasa Inggris	: -
Jenis Kelamin	: LK	Pekerjaan Orang tua	: Ayah: Arsitek
Hobi	: Menancing		Ibu: IT Polihand

PETUNJUK PENGISIAN

1. Pada angket ini terdapat 33 pernyataan. Pertimbangkan baik-baik setiap pernyataan dan tentukan kebenarannya berdasarkan pengalamanmu sendiri. Berilah jawaban yang benar-benar cocok dengan pilihanmu.
2. Jawabanmu jangan dipengaruhi oleh jawaban terhadap pernyataan lain.
3. Catat responmu pada lembar jawaban yang tersedia dengan memberi tanda centang (✓), dan ikuti petunjuk-petunjuk lain yang mungkin diberikan berkaitan dengan lembar jawaban.
4. Pengisian angket ini hanyalah untuk kepentingan penelitian semata.
5. Jawaban kamu dalam angket ini sama sekali **TIDAK** mempengaruhi nilai bahasa Inggris maupun nilai lain dalam kegiatan akademik.

Sangat Setuju	Setuju	Ragu-ragu	Tidak Setuju	Sangat Tidak Setuju
SS	S	R	TS	STS

No	Statement	SS	S	R	TS	STS
1	Saya tidak pernah merasa cukup yakin terhadap diri saya ketika saya melakukan debat dadakan di dalam klub bahasa Inggris.				✓	
2	Saya tidak khawatir membuat kesalahan dalam melakukan debat dadakan di dalam klub bahasa Inggris.				✓	
3	Saya gemetar ketika saya tahu saya akan dipanggil untuk melakukan debat dadakan.			✓		
4	Saya takut ketika saya tidak mengerti apa yang guru katakan di dalam klub bahasa Inggris.					✓
5	Mengambil debat dadakan yang lain sama sekali tidak mengganggu saya.		✓			
6	Selama debat dadakan, saya merasa tidak berbuat apa-apa terhadap pelajaran.		✓			

		SS	S	P	TS	STS
7	Saya terus berfikir bahwa siswa lain lebih baik dari pada saya dalam berbahasa.				✓	
8	Saya biasanya merasa mudah selama melakukan impromptu debate di dalam klub bahasa Inggris.			✓		
9	Saya mulai panik ketika saya debat tanpa persiapan di dalam klub bahasa Inggris.				✓	
10	Saya khawatir tentang akibat dari kegagalan di dalam klub bahasa Inggris.				✓	
11	Saya tidak mengerti kenapa sebagian orang sangat kecewa setelah mengikuti klub bahasa Inggris.		✓			
12	Di dalam klub bahasa Inggris, saya bisa sangat gugup ketika saya lupa hal yang saya tahu.				✓	
13	Menjawab pertanyaan di dalam klub bahasa Inggris membuat saya malu.				✓	
14	Berbicara bahasa Asing dengan <i>native speakers</i> tidak membuat saya gugup.	✓				
15	Saya merasa kecewa ketika saya tidak mengerti apa yang diperbaiki oleh guru.				✓	
16	Saya tetap merasa cemas sekalipun saya mempersiapkan dengan baik di dalam klub Bahasa Inggris.				✓	
17	Saya sering merasa berkeinginan untuk tidak mengikuti klub bahasa Inggris.				✓	
18	Saya merasa percaya diri ketika saya berbicara di dalam klub Bahasa Inggris.	✓				
19	Saya takut jika guru bahasa Inggris saya selalu memperbaiki setiap kesalahan yang saya buat.					✓
20	Saya bisa merasa gugup ketika saya akan dipanggil dalam melakukan debat dadakan di klub bahasa Inggris.				✓	
21	Semakin saya belajar untuk test bahasa, maka saya semakin bingung.					✓
22	Saya tidak merasa tertekan mempersiapkan dengan sangat baik untuk English club.	✓				
23	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik dari pada saya.					✓
24	Saya merasa sangat percaya diri berbicara bahasa Inggris di depan siswa yang lain di dalam kelas.		✓			

		SS	S	R	TS	STS
25	Saya khawatir klub bahasa Inggris berjalan dengan cepat.				✓	
26	Saya merasa tegang dan gerogi dalam melakukan debat dadakan dari pada materi lainnya.				✓	
27	Saya merasa gerogi dan bingung ketika tiba-tiba menampilkan debat dadakan di dalam klub bahasa Inggris.				✓	
28	Saya merasa sangat yakin dan santai ketika saya menuju ke klub bahasa Inggris.	✓				
29	Saya gerogi ketika saya tidak mengerti setiap kata yang diucapkan oleh guru bahasa Inggris.					✓
30	Saya merasa heran dengan banyaknya aturan-aturan yang harus dipelajari untuk berbicara bahasa Inggris.					✓
31	Saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris.					✓
32	Barangkali saya akan merasa nyaman ketika native speaker berbicara bahasa Inggris.	✓				
33	Saya merasa gerogi ketika guru bahasa Inggris menanyai saya tentang hal yang belum saya persiapkan dengan baik.			✓		

Analysis of Questionnaire

No	Participants	Questionnaire Number																																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1	RN	R	R	TS	TS	S	TS	TS	S	S	S	S	R	TS	S	TS	TS	S	S	TS	TS	TS	S	R	S	TS	TS	TS	S	TS	TS	TS	S	TS
2	FR	TS	TS	R	ST	S	S	TS	R	TS	TS	S	TS	TS	SS	TS	TS	TS	SS	ST	TS	ST	SS	ST	S	TS	TS	TS	SS	ST	ST	ST	SS	R
3	RI	ST	S	ST	S	S	TS	S	S	R	S	ST	TS	ST	SS	SS	ST	ST	SS	R	R	ST	SS	R	SS	ST	SS	SS	SS	S	R	R	R	TS
4	AI	S	TS	S	ST	TS	S	R	R	S	S	TS	SS	ST	SS	TS	S	S	R	TS	S	TS	R	SS	SS	R	S	S	TS	TS	TS	TS	SS	TS
5	FBL	S	SS	S	TS	SS	TS	TS	S	S	R	S	TS	TS	TS	S	S	S	SS	S	S	R	S	S	S	S	S	S	SS	S	S	S	SS	S
6	CAP	S	SS	S	TS	SS	TS	TS	S	S	S	R	S	TS	TS	S	S	S	SS	SS	S	S	SS	S	S	S	SS	SS	S	S	S	SS	S	S
7	RB	S	SS	S	TS	SS	ST	TS	S	S	S	R	S	TS	TS	S	S	S	SS	S	S	S	SS	S	S	S	S	SS	S	S	S	SS	S	S
8	AM	SS	TS	R	ST	S	ST	TS	R	S	S	SS	S	ST	SS	S	TS	ST	SS	ST	S	ST	SS	ST	SS	TS	S	R	S	ST	ST	ST	SS	TS
9	FA	S	R	R	TS	TS	TS	TS	TS	R	TS	TS	TS	TS	S	TS	R	ST	S	ST	TS	TS	R	TS	S	TS	R	R	S	TS	ST	ST	S	TS
10	EH	S	R	R	ST	R	TS	R	S	R	S	R	S	TS	S	S	TS	TS	S	R	R	TS	R	S	S	R	R	R	R	TS	TS	S	S	S
11	BD	R	SS	ST	ST	SS	ST	R	SS	STS	ST	SS	TS	ST	SS	S	ST	ST	SS	ST	R	ST	SS	S	S	R	ST	TS	SS	ST	R	R	SS	R
12	FN	SS	S	S	S	R	TS	ST	SS	S	S	S	R	R	TS	TS	ST	S	ST	S	S	R	S	ST	S	R	SS	S	S	R	S	S	S	S
13	AS	S	SS	S	TS	SS	ST	TS	S	S	S	S	S	TS	SS	S	S	S	SS	S	S	S	SS	ST	R	R	S	ST	S	SS	S	SS	S	S
14	RR	S	R	ST	S	S	TS	R	R	R	S	ST	TS	SS	S	SS	ST	ST	SS	R	R	ST	S	R	SS	ST	SS	ST	SS	R	R	R	R	TS
15	MH	S	SS	ST	ST	SS	ST	R	S	STS	ST	SS	TS	ST	SS	S	SS	SS	SS	ST	R	R	SS	R	S	R	ST	TS	S	ST	S	R	SS	R
16	FO	SS	S	S	S	R	TS	ST	SS	S	S	S	R	R	TS	TS	ST	S	ST	S	S	R	S	ST	S	R	SS	S	S	R	S	S	S	S
17	AD	S	SS	S	TS	SS	ST	TS	S	S	S	S	S	TS	SS	S	S	S	SS	S	S	S	SS	ST	R	R	S	ST	S	SS	S	SS	S	S

No	Participants	Questionnaire Number																																	Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
1	RN	3	3	4	4	2	4	4	2	2	2	2	3	4	2	4	4	2	2	4	4	4	2	3	2	4	4	4	2	4	4	4	2	4	
2	FR	4	4	3	5	2	2	4	3	4	4	2	4	4	1	4	4	4	1	5	4	5	1	5	2	4	4	4	1	5	5	5	1	3	
3	RI	5	2	5	2	2	4	2	2	3	2	5	4	5	1	1	5	5	1	3	3	5	1	2	1	5	1	1	1	2	3	3	3	4	
4	AI	2	4	2	5	4	2	3	3	2	2	4	1	5	1	4	2	5	3	4	2	4	3	1	1	3	2	2	4	4	4	1	4		
5	FBL	2	1	2	4	1	5	4	2	2	2	3	2	4	4	2	2	2	1	2	2	3	1	2	2	2	2	1	2	2	2	1	2	2	
6	CAP	2	1	2	4	1	4	4	2	2	2	3	2	4	4	2	2	2	1	1	2	2	1	2	2	2	1	1	2	2	2	1	2	2	
7	RB	2	1	2	4	1	5	4	2	2	2	3	2	4	4	2	2	2	1	2	2	2	1	2	2	2	2	1	2	2	2	1	2	2	
8	AM	1	4	3	5	2	5	5	3	2	2	1	2	5	1	2	4	5	1	5	2	5	1	5	1	4	2	3	2	5	5	5	1	4	
9	FA	2	3	3	4	4	4	4	4	3	4	4	4	4	2	4	3	5	2	5	4	4	3	4	2	4	3	3	2	4	5	5	2	4	

FLCAS Anxiety Scale	
RANGE	LEVEL
124-165	Very Anxious
108-123	Anxious
87-107	Mildly Anxious
66-86	Relaxed
33-65	Very Relaxed

Very Anxious

Anxious

Midly Anxious

10	EH	2	3	3	5	3	4	3	2	3	2	3	2	4	2	2	4	4	2	3	3	4	4	3	2	2	3	3	3	3	4	4	2	2	
11	BD	3	1	5	5	1	5	3	1	5	5	1	4	5	1	2	5	5	1	5	3	5	1	2	2	3	5	4	1	5	3	3	1	3	
12	FN	1	2	2	2	3	4	5	1	2	2	2	3	3	4	4	5	2	5	2	2	3	2	5	2	3	1	2	2	3	2	2	2	2	
13	AS	2	1	2	4	1	5	4	2	2	2	2	2	4	1	2	2	2	1	2	2	2	1	5	3	3	2	5	2	1	2	1	2	2	
14	RR	2	3	5	2	2	4	3	3	3	2	5	4	1	2	1	5	5	1	3	3	5	2	3	1	5	1	5	1	3	3	3	3	4	
15	MH	2	1	5	5	1	5	3	2	5	5	1	4	5	1	2	1	1	1	5	3	3	1	3	2	3	5	4	2	5	2	3	1	3	
16	FO	1	2	2	2	3	4	5	1	2	2	2	3	3	4	4	5	2	5	2	2	3	2	5	2	3	1	2	2	3	2	2	2	2	
17	AD	2	1	2	4	1	5	4	2	2	2	2	2	4	1	2	2	2	1	2	2	2	1	5	3	3	2	5	2	1	2	1	2	2	

Hak cipta ini dilindungi undang-undang. Seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
1. Dilarang mengutip sebagian atau seluruh karya tulis atau hanya sebagian saja untuk tujuan komersial tanpa izin UIN Suska Riau.
2. Dilarang mengutip sebagian atau seluruh karya tulis atau hanya sebagian saja untuk tujuan non komersial tanpa izin UIN Suska Riau.
3. Dilarang mengutip sebagian atau seluruh karya tulis atau hanya sebagian saja untuk tujuan pendidikan atau penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah tanpa izin UIN Suska Riau.
4. Dilarang mengutip sebagian atau seluruh karya tulis atau hanya sebagian saja untuk tujuan lain tanpa izin UIN Suska Riau.

Appendix 4



Filed Observation Notes

Setting

Observer

Role

Date

14.00 – 14.05

14.05 – 14.10

14.10 – 14.15

14.15 – 15.15

15.15 – 15.25

: English Club

: Finola Nusfiansa

: Observing the subject of research

(students of English Club at SMAN 8 Pekanbaru)

: Wednesday, January 29th, 2020

: The teacher entered and opened the class and then greeted the students.

: The teacher gave direction to students regarding impromptu debate.

: The teacher divided 2 groups consisting of 3 students in each group. The teacher gave a topic about junk food as a debate theme that must be brought by each debate group. Without adequate preparation, the teacher directly invited students to convey their ideas in turn.

: Students presented their ideas about the topics discussed in the debate. Each student is given 8 minutes to express their ideas. At the same time the members of the opposing group debate gave a rebuttal to what the opponent is conveying.

: The teacher drew a conclusion and closed the English Club.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak Cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau



Filed Observation Notes

Setting

: English Club

Observer

: Finola Nusfiansa

Role

: Observing the subject of research

(students of English Club at SMAN 8 Pekanbaru)

Date

: Tuesday, February 4th, 2020.

14.00 – 14.05

: The teacher entered and opened the class and then greeted the students.

14.05 – 14.10

: The teacher gave direction to students regarding impromptu debate.

14.10 – 14.15

: The teacher divided 2 groups consisting of 3 students in each group. The teacher gave a topic about junk food as a debate theme that must be brought by each debate group. Without adequate preparation, the teacher directly invited students to convey their ideas in turn.

14.15 – 15.15

: Students presented their ideas about the topics discussed in the debate. Each student is given 8 minutes to express their ideas. At the same time the members of the opposing group debate gave

a rebuttal to what the opponent is conveying.

15.15 – 15.25

: The teacher drew a conclusion and closed the English Club.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Interview Guidelines

No.	Questions (Q)	Research Question	Theory
1	Is this your first time doing an impromptu debate? What the topic do you get?	1. What types of speaking anxieties do the students experience in doing impromptu debate?	1. Indicators of Speaking Anxiety by Szyszka (2017) <ol style="list-style-type: none"> Rink (2002) states that it can be indicated from shortness of breath, hyperventilation, dry mouth, fast heartbeat, sweating, dizziness, stomach problems, cold and clammy hands, muscle tension, and unclear pronunciation (as cited in Szyszka, 2017). Besides body reactions, speaking anxiety can also be indicated from the students' behavior such as going blank, forgetting the utterances they have prepared, being unable to say what they knew, being afraid of making miscommunication, and avoiding speaking (Occhipinti, 2009).
2	Please tell how you felt when you did the impromptu debate?		
3	What makes you worry when you present an impromptu debate? Is it because of your English skills or because of fear of failure and being judged badly by other friends or because you have an unpleasant experience?		
4	What do you do in one minute of preparation before the impromptu debate?		
5	Are you comfortable with the atmosphere of learning in your classroom? Why?	1. What are the affecting factors of students' speaking anxiety in doing impromptu debate in English Club?	1. Internal Factors <ul style="list-style-type: none"> Szyszka (1017) confirms that the construct of speaking anxiety is related to cognition because the students may be aware of their limited competence in the foreign language. Occhipinti (2009) says that the fear of not being able to speak correctly without errors due to the lack of

6	Are your friendships in class fun and collaborative? Are your classmate supportive? How does your friendship affect your performance in the class?		knowledge or low level of lexicon, pronunciation, and grammar may lead the students to speaking anxiety.
7	Give your opinion about your English teacher! Is he/she a positive and motivating person?		<ul style="list-style-type: none"> • Horwitz et al. (1986) state that the students may experience an unpleasant feeling in evaluative situation because they assume they will fail.
8	What is your opinion about the impact of positive feedback given by your English teacher?		2. External Factors
9	If you have the opportunity to do the impromptu debate again, will you be willing?		<ul style="list-style-type: none"> • Effiong (2016) finds that a relaxed classroom atmosphere contributes an important part for foreign language learning. • The relationships between the student and the lecturer and among the students also largely affect foreign language (Effiong, 2016). • Cheng and Dornyei (2007) declare that the lecturer's behavior towards the students can motivate and fire student's enthusiasm. • A friendly, humorous, and casual lecturer can help the student's to feel relaxed, more comfortable, and less anxious in speaking class (Effiong, 2016). • The lecturer's casual dress code and less formal appearance are evidenced to lessen speaking anxiety in the classroom (Occhipinti, 2009). • Besides, the familiar peer relationship and laughter between them also affect speaking anxiety (Effiong, 2016).
10	How do you overcome your anxiety when doing impromptu debate?		

laporan, penulisan kritik atau tinjauan suatu masalah.


Appendix 6. Sample of Interview Result

INTERVIEW TRANSCRIPT OF S1

Question Number	Answers
QN. 1	Tidak, topiknya pokoknya tentang penidakbolehan TNI ikut campur dalam urusan Negara.
QN. 2	Kadang santai kadang gugup.
QN. 3	Kadang nengok penontonnya bisa gugup gitu, kemudian ada penonton yang gitulah, kak.
QN. 4	Kalo satu menit mungkin asal ngomong aja, bukan asal sih ya ikutin alur aja.
QN. 5	Kadang nyaman kadang enggak, ada mapel tertentu. Kalo nyaman tu karna kawannya kadang kompak, tu mapelnya juga ada yang Nesky sukai.
QN. 6	Adalah, kalau kawan suportif kan membangkitkan semangat.
QN. 7	Enggak, eh, iya (ragu-ragu sambil ketawa)
QN. 8	Enggak ada.
QN. 9	Mau. Karena asyik, bersama kawan juga, jadi enak.
QN. 10	Nesky yakini aja kalau kawan-kawan tu selalu ada dan Nesky tu bakal bisa selalu belajar lagi, apalagi kita ni ilmunya tidak ada apa-apa dibandingkan Tuhan, jadi kita bisa selalu menambah ilmu. Jadi, ya santai aja, kak.

INTERVIEW TRANSCRIPT OF S2

Question Number	Answers
QN. 1	Debat dadakan enggak, kok. Justru pertama kali pas debat tu udah dadakan duluan. Topic pas debat pertama waktu dadakan tu cuma simple-simple aja yaitu tentang risk of smoking.
QN. 2	Kalo debat secara umum itu, saya cukup percaya diri, dadakan mungkin adalah ragu-ragu dikitnya, tapi kalo udah mulai debat, udah mulai bicara itu hilang semua, jadi aman, percaya diri.
QN. 3	Kalo rasa cemas itu secara singkatnya cuman takut gagal, maksudnya kalo debat tu dia kan harus mikir dulu, jadi takutnya kalo dadakan tidak siap mikir, tidak tau mau ngomong apa. Tapi kalo dalam masalah berbahasa Inggris cukup aman, sih.
QN. 4	Jujur, sebenarnya kalo dadakan itu memastikan kalo otak udah siap berpikir, terpikir argumen-argumen yang mau dibawa gimana-gimana gitu. Karna kalo debat tu selama otaknya udah siap mikir tu bisalah.
QN. 5	Kalo dikelas sih nyaman-nyaman aja, tidak ada masalah.
QN. 6	Sangat menyenangkan jika dengar suara dibelakang ini (teman-teman debat) kan udah cukup dekat semua. Kalo hubungan ke bahasa Inggris kami kan sering berinteraksi, kami sering juga berbahasa Inggris, kan. Terus menambah wawasan dan menambah ilmu, inspirasi dan motivasi.
QN. 7	Guru bahasa Inggrisnya tu justru memiliki peran yang paling

	penting dan ia akan memotivasi, guru yang mengajar dengan sangat baik, dan selalu berbahasa Inggris dengan jelas yang enak didengar.
QN. 8	Kalo itu motivasi dalam berbahasa Inggris terutama untuk berinteraksi, kak, dalam lomba debat ini, dimana kita bisa membuka wawasan menemui cara baru berinteraksi dalam bahasa Inggris.
QN. 9	Kalo dadakan kayaknya belum siap, kak.
QN. 10	Jujur, sih, rasa cemas dan khawatir itu tidak hilang, bukannya di hilangkan, tapi jujur ketika memulai pidato itu akan hilang semua rasa ragu itu. Jadi, just be confident and believe in yourself.

INTERVIEW TRANSCRIPT OF S3

Question Number	Answers
QN. 1	Impromptu udah sering, kak. Soalnya dari kelas 1 udah dibiasakan impromptu. Topiknya yaitu larangan membawa electronic device ke sekolah.
QN. 2	Waktu debat dadakan tu, kayak adrenalin terpacu, sama lawan pun juga terkejut, jadi asyik.
QN. 3	Kalau rasa cemas tu takutnya apasih, kak, kayak argumen lawan itu lebih bagus jadi kita dipaksa untuk berpikir lebih bagus lagi, tapi itu malah kayak ngesupport kita kayak mana ngebangun argument lebih bagus lagi.
QN. 4	Dalam satu menit itu mempersiapkan gimana potensial hardnya, potensial benefitnya, sama kayak mana keuntungan long term and short term nya kak.
QN. 5	Hmm, kalau nyaman sih, secara individualistik kak kayak aman, nyamanlah, tapi kalo sekilas kan kayak AC kan mati lampu panas juga.
QN. 6	Nyaman kayak kalo temannya kadang friendly aja, kak. Kalo supportive tu kayaknya saya lebih dapat kayak self educationnya dari youtube, tapi kalo dari teman kurang.
QN. 7	Mereka sangat-sangat memotivasi, kak. Kayak mereka semangat juga ngajarnya, kayak kami ikut lomba ni, kak, sama kalo tugas yang mereka beri berhasil membuat siswa itu tertarik untuk belajar bahasa Inggris lebih dalam lagi.
QN. 8	Yang paling positif, yang paling berkesan tu disaat ada pertukaran pelajar ke Singapura habis tu didampingi sama Mam, kan. Saat itulah grammar tu nge improve vocabulary nge improve.
QN. 9	Senang kali, kak.
QN. 10	Rasa cemas itu dibutuhkan agar argument kita lebih kuat dari pada tim lawan, disaat kita cemas itu, disaat kita merasa tertekan, kita akan berpikir lebih kritis lagi, kak.


INTERVIEW TRANSCRIPT OF S4

Question	Answers
----------	---------

Number	
QN. 1	Enggak, kalo untuk debat dadakan, tapi untuk lomba debat baru pertama kali. Saat itu tentang harus membanned penggunaan social media untuk anak, generasi muda.
QN. 2	Pastinya nervous karena belum tau mau tentang apa debat nya belum disiapin, jadi cemas.
QN. 3	Taya cemas karena banyak teman-teman yang lebih bagus dari pada Taya, jadi Taya ngerasa kayak kurang deh Taya kayaknya. Jadi ngerasa minder gitu.
QN. 4	Taya cari semua class nya atau causes nya, pokoknya apa apapun yang harus dipersiapkan untuk debate itu.
QN. 5	Nyaman, juga asyik. Karena suasananya juga gak buruk, jadi nyaman gitu deh.
QN. 6	Ya, teman-teman selalu supportive.
QN. 7	Kebetulan Taya gak pernah ikut lomba kan, yang mendorong Taya untuk ikut lomba pertama kali itu ya guru English itu.
QN. 8	Ada, mendorong Taya mencoba untuk lebih percaya diri, coba hal yang baru, jangan minder lagi. Gitu.
QN. 9	Mau, untuk nambahin experience dan yang pasti akan mencoba untuk lebih baik lagi.
QN. 10	Taya suka baca-baca dulu tentang motion-motionnya biar taya gak blank pas ntar ngomong nanti untuk debat gitu biar gak cemas.


INTERVIEW TRANSCRIPT OF S5

Question Number	Answers
QN. 1	Saya udah mulai debat tu udah dari kelas 9 SMP sih kak, jadi udah kurang lebih udah 2 tahun. Kebetulan mosi yang didapat saat itu adalah yang lagi dibahas saat debat ini kak, junk food.
QN. 2	Hmm, relative pasti ada gugupnya ya kak, apalagi kalo tampil di depan orang itu pasti akan ada perasaan gugupnya, tapi karena ruang CIBI (ruang latihan debat) dikelilingi semua orang yang aku kenal dan teman-teman jadi nyaman dan asyik aja sih kak.
QN. 3	Hmm, kalo itu lebih ke pengetahuan yang saya punya sih kak pas mulai debat itu, Karena kan pasti ada orang yang lebih berpengalaman dari kita kan jadi ada rasa malu aja gitu di depan orang-orang yang berpengalaman itu. Oh, kami itu tidak berpengalaman, kami itu tidak sebandai dia debat, itu aja. Agak minder gitu.
QN. 4	Di satu menit tu aku keluarin semua pengetahuan yang aku punya tu kak, tentang justifikasi mosi, semua yang udah diajarin orang-orang yang lebih berpengalaman itu, saya kuatkan aja kak di waktu satu menit itu dan berharap pas udah didebat itu keluar yang saya siapin itu.
QN. 5	Kalo di kelas nyaman-nyaman aja sih kak.
QN. 6	Di kelas debat ini kami semua supportive sih kak. Walaupun kami itu tau, oh kami masih banyak punya kekurangan, kami masih support satu sama lain, kami tu masih ngasih feedback, masih dorong satu sama lain biar bisa lebih bagus di hal debat.

 <p>QN. 7</p>	<p>Kebetulan di kelas kami di ajarin oleh mam Risna, dan beliau itu merupakan orang yang sangat baik dan sangat suportif, bagi kami dia benar-benar memberi kami waktu untuk latihan itu dengan secukupnya dan sesuai kami, dan dia itu juga ngasih support untuk kami yang minder kaya saya gitu, beliau sangat baik dan sangat suportif.</p>
<p>QN. 8</p>	<p>Dalam perihal debat khususnya ya, beliau merupakan salah satu orang yang bener-bener mendorong saya untuk melakukan debat itu secara fokus dan intensif, karena diantara transit SMP dan SMA itu kan merupakan waktu yang lumayan sibuk untuk pelajaran lainnya, dan beliau ini benar-benar mendorong saya untuk mementingkan debat karena itu merupakan passion saya dari dulu dan saya merasa asyik melakukannya.</p>
<p>QN. 9</p>	<p>Mau banget, kak.</p>
<p>QN. 10</p>	<p>Karena memang dipikiran saya itu kebayang aja sih semua orang yang udah support dan semua orang yang udah luangin waktu untuk membimbing saya, dan ya memang khususnya guru-guru dan kakak kelas dan teman-teman saya yang udah support dan kebayang aja kalo memang saya ini akhirnya tidak tidak bagus rasanya itu karena mengecewakan mereka dan it utu benar-benar memberi saya dukungan mental yang saya perlu untuk melakukan debate improvement sehari-hari.</p>

INTERVIEW TRANSCRIPT OF S6

Question Number	Answers
QN. 1	<p>Kalo debat secara umum, kak, aku udah mulai sejak awal semester satu dari kelas sepuluh. Kalo tentang debat dadakan baru tiga bulan yang lalu kalo misalkan tentang impromptu ya. Debat dadakan pertama kali itu waktu saya lagi lomba di UNRI bagian Hubungan Internasional, mereka ngadain lomba. Jadi, debatnya tu saya gak ingat sih kata perkata tapi dia berkaitan dengan politik dan Jokowi, ya dia berkaitan dengan politiklah.</p>
QN. 2	<p>Karna itu baru pertama kali saya lomba kak, jadi saya agak gugup, terus saya juga belum begitu berpengalaman ya dalam berdebat, jadi ya intinya saya gugup lah, kak.</p>
QN. 3	<p>Em, gak ketiga-tiganya, sih kak.saya merasa, ya kalo yang paling dekat sih karna dikritik ya. Tapi saya debat dadakan itu, yang bikin saya gugup itu yang paling pasnya sih karna saya belum berpengalaman sama sekali, jadi saya agak malu di depan mereka yang udah berpengalaman.</p>
QN. 4	<p>Ya, berusaha pikirkan aja apa argument yang bisa saya bawa, kak. Ya pikirkan apa yang saya ketahui selama ini, karena saya juga sering baca-baca tentang hal apalah gitu kan, kalo kadang-kadang tertarik, baca, jadi saya kumpulinlah semua itu, saya ingat-ingat, terus berusaha bikin kayak pidato dari semua itu.</p>
QN. 5	<p>Ee, ya biasa sih, kak. Tapi ya kalau misalnya dibilang gak nyaman, gak juga. Nyaman sih, ya nyamanlah, ya. (ragu-ragu)</p>
QN. 6	<p>Saya rasa, karena saya berteman dengan beberapa orang yang pandai bahasa Inggris, kak, jadi kadang-kadang saya suka ngajak</p>

	mereka bicara bahasa Inggris untuk latihan, jadi menyenangkan dan sangat membantulah.
QN. 7	Tentang motivasi ada, kak. Cuma kalau motivasi yang paling tinggi datang dari saya sendiri. Terus kalau dia adalah pribadi yang baik, iya dia adalah pribadi yang baik, kebanyakan guru-guru bahasa Inggris di sekolah ini adalah guru-guru yang baik.
QN. 8	Lebih bagus penulisan bahasa Inggris Ekram, sama lebih bagus dalam berbicara, iya grammarnya, pronunciation dan lainnya ya.
QN. 9	Kalau asalkan aku ada waktu kak, boleh.
QN. 10	Saya ngatasin dengan cara kayak, saya Cuma merasa untuk lebih percaya diri, maksud lebih difokuskan lagi dalam debatnya dibandingkan dengan apa yang akan terjadi setelah debat, sekarang saya kalau udah mulai debat tu kak, impromptu atau apa saya Cuma pikirin dulu debatnya baru pikirin lagi apa setelah itu, jadi mau malu kek sama teman yang penting focus dulu. Jadi nanti kita bahagialah dengan hasil kita sendiri, ya kan.

INTERVIEW TRANSCRIPT OF S7

Question Number	Answers
QN. 1	Iya baru pertama kali, kak. Tentang junk food gitu.
QN. 2	Karna itu baru pertama kali saya melakukan impromptu debate ya gugup adalah ya kak, soalnya kan topiknya belum tau apaan, terus gak ada persiapan sama sekali. Jadi, ya gitu gugup banget.
QN. 3	Aku malu diketawain sama penontonnya, karena pernah diketawain salah pengucapan di pronounciationnya. Kebetulan saat itu ada guru bahasa Inggris 2 orang, jadi ya terbayang-bayang aja sampai sekarang malunya. Tapi aku gak nyerah sampai situ aja, aku tetap mau usaha di English Debate ini biar makin mahir dalam berbahasa Inggris dan kepercayaan diri meningkat, tapi grogi karena pernah diketawain ya masih ada
QN. 4	Ya berusaha semaksimal mungkin mengingat-mengingat pengetahuan atau wawasan apa yang kita tahu tentang topiknya, berdoa dan yakinkan diri sendiri aja kak. Berusaha melakukan yang terbaik.
QN. 5	Biasa aja sih kak, hmm tapi lebih nyaman di English Club dari pada dikelas. Karenakan kalo di English Club teman-temannya setuju semua kan. Sama-sama suka bahasa Inggris.
QN. 6	Kalau dikelas gak semua teman supportive sih kak, kebanyakan mentingin diri sendiri. Jadi ya gitu, usaha sendiri-sendiri.
QN. 7	Kalau memberikan motivasi sih ada ya kak, Cuma ya biasa pada umumnya aja. Ya pribadi yang positif juga.
QN. 8	Dampaknya saya merasakan semangat yang lebih baik lagi dalam belajar bahasa Inggris, menambah wawasan mengenai vocab, grammar dan lainnya.
QN. 9	Boleh kak, kan sambil belajar juga.
QN. 10	Saya mencoba untuk focus terus pada topic debat walaupun trauma masa lalu masih membayangi ya kak, tapi kalau gak kita yang hilangin dengan cara terus melawannya, ya siapa lagi. Ga bakalan hilang traumanya kalau gitu.



Appendix. Coding of Types of Speaking Anxiety

CODING TYPES OF SPEAKING ANXIETY

HINTS :

1. Communication Apprehension (CA)

Shyness, anxious when knowing they have to perform impromptu debate, negative self-perception that they cannot make it, unsatisfied with the performance

2. Test Anxiety (TA)

Fear of failing the performance, afraid of making mistakes (related to cognition and performance anxiety)

3. Fear of Negative evaluation (NE)

Fear of making bad impression, fear of negatively evaluated and perceived as incapable students

Students	CA	TA	NE
S1	QN. 3 Nervous to face the audiences		
S2	QN. 3 Anxious to start performing impromptu debate	QN. 3 Fear of failing the performance	
S3	QN. 3 Anxious when the opponent's argument is better		
S4	QN. 2 and QN. 3 Nervous, unconfident and anxious in performing impromptu debate	QN. 3 Fear of failing the performance	QN. 3 Afraid of negative evaluation
S5	QN. 3 Shy in front of more experienced people, unconfident		
S6	QN. 3 Nervous, anxious and shy in doing impromptu debate in front of people because has no experience		QN. 3 Afraid of negative evaluation
S7	QN. 3 Shy and anxious because felt only had limited knowledge	QN. 3 Afraid of making mistake in grammar and vocabulary	QN. 3 Afraid of negative evaluation and perceived as incapable students

Appendix. Coding of Factors Affecting Speaking Anxiety

FACTORS AFFECTING SPEAKING ANXIETY

HINTS :

1. Cognitive Factors

Awareness of their limited competence in the foreign language, going blank, lack of knowledge related to the topic, prefer to speak in native language.

2. Psychological Factors

Assumption that they will fail, afraid of negative evaluation, afraid of failing the performance, carrying unpleasant past experiences related to debate performance, negative self-perception on their ability.

3. Social Factors

Cooperative peers, motivating teachers, positive bounding, healthy relationship, being one's self, learn together.

4. Physical Factors

Comfortable learning environment

Students	Cognitive Factors	Psychological Factors	Social Factors	Physical Factors
S1	QN. 4 Limited time to prepare the ideas		QN. 6 Positive Friends QN. 8 Not motivating teacher QN. 9 Learn together	QN. 5 Comfortable class
S2	QN. 2 Do not know what to say in the beginning QN. 3 Not ready to do impromptu debate	QN. 3 Afraid of failing a performance	QN. 6 Positive friends Help each other QN. 7 Motivating and positive teacher QN. 8 Comfortable to show who he really were	QN. 5 Comfortable class



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

S3 © Hak cipta milik UIN Suska Riau			QN. 3 Nice friends Dare to be himself QN. 7 Friendly and motivating teacher	QN. 5 Sometimes comfortable class
S4	QN. 3 Not ready to do impromptu debate	QN. 3 Afraid of negative evaluation	QN. 6 Supportive friends QN. 8 Positive and motivating teacher	QN. 5 Comfortable class
S5	QN. 3 Limited knowledge to share the ideas	QN. 3 Shy in front of better experienced people	QN. 6 Helpful and positive friends QN. 7 Supportive and motivating teacher	QN. 5 Comfortable class
S6 State Islamic University of Sultan Syarif Kasim Riau	QN. 3 Do not have much experience	QN. 3 Afraid of negative evaluation	QN. 6 Fun and helpful friends QN. 7 Good teacher	QN. 5 Comfortable class
S7	QN. 3 Afraid of making mistakes due to her limited English competences	QN. 3 Shy Afraid of being laughed negatively	QN. 6 Positive friends QN. 7 Fun teacher	QN. 5 Sometimes comfortable class



UIN SUSKA RIAU

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 0134/Un.04/PPs/PP.00.9/2020
Lamp. : 1 berkas
perihal : Izin Melakukan Kegiatan Penelitian Tesis

Pekanbaru, 17 Januari 2020

Kepada Yth.
Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu Provinsi Riau
di
Pekanbaru

Dengan hormat,
Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Saudara untuk
mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Finola Nusfiansa
NIM	: 21790125721
Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: V (Lima)
Judul Tesis	: A Case Study on Students' Anxiety in The Impromptu Debate in English Club at SMAN 8 Pekanbaru

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang
diperlukannya dari SMAN 8 Pekanbaru.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Ditandatangani,

Prof. Dr. Afrizal M. MA
NID. 19591015 198903 1 001



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/30186
TENTANG



1.04.02.01

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Direktur Program Pascasarjana UIN Suska Riau, Nomor : 0134/Un.04/PPs/PP.00.9/2020 Tanggal 17 Januari 2020, dengan ini memberikan rekomendasi kepada:

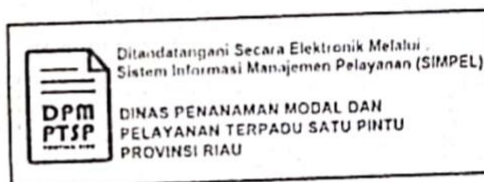
- | | | |
|----------------------|---|--|
| 1. Nama | : | FINOLA NUSFIANSIA, S.Pd |
| 2. NIM / KTP | : | 21790125721 |
| 3. Program Studi | : | PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : | PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : | S2 |
| 6. Judul Penelitian | : | A CASE STUDY ON STUDENTS' ANXIETY IN THE IMPROMPTU DEBATE
IN ENGLISH CLUB AT SMAN 8 PEKANBARU |
| 7. Lokasi Penelitian | : | SMAN 8 PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan sepenuhnya.

Dibuat di : Pekanbaru
Pada Tanggal : 27 Januari 2020



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

TIDAK DIPUNGUT BIAYA (GRATIS)





PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 31 JAN 2020

No
Sifat
Lampiran
Hal

: 071/Disdik/1.3/2020/1340

: Biasa

: Izin Riset / Penelitian

Kepada

Yth. Kepala SMAN 8 Pekanbaru

di-

Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/30186 Tanggal 27 Januari 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : FINOLA NUSFIANSIA, S.Pd
NIM : 21790125721
Program Studi : PENDIDIKAN AGAMA ISLAM
Konsentrasi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S2
Judul Penelitian : A CASE STUDY ON STUDENTS' ANXIETY IN THE IMPROMPTU DEBATE IN ENGLISH CLUB AT SMAN 8 PEKANBARU

Lokasi Penelitian : SMA NEGERI 8 PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN

PROVINSI RIAU

SEKRETARIS



AHYU SUHENDRA, SE

Pembina

NIP. 19711209 200012 1 006

Tembusan:

Direktur Program Pascasarjana UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 8 PEKANBARU
AKREDITASI - A



PSN : 10404019

Jl. Abdul Muis No. 14 Pekanbaru Telp. 0761-23073, 853758, Fax. 0761-23073

NSS : 301096005004

SURAT KETERANGAN PENELITIAN/RISET
NOMOR : 070 / SMAN 8 / 2020 / 096

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Atas (SMA)
Negeri 8 Pekanbaru , dengan ini menerangkan bahwa :

N a m a	: FINOLA NUSFIANS, S.Pd
N I M	: 21790125721
Program Study	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Jenjang	: S-2

Nama tersebut diatas telah melaksanakan Riset/Penelitian pada Tanggal 18 Februari 2020
Dengan Judul Penelitian :

**“ A Case Study On Students Anxiety In The Impromptu Debate In English Club At
SMAN 8 Pekanbaru ”**

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dapat
dipergunakan seperlunya.

Pekanbaru, 19 Februari 2020
Kepala Sekolah,

Tayir Tria Candra, S. Pd
NIP. 196503081990 021002





- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruhnya tanpa izin dari penerbit.
 2. Dilarang mengutip sebagian atau seluruhnya untuk tujuan komersial.

© Hak cipta milik

LANGUAGE DEVELOPMENT CENTER
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقية اللغة لجامعة سلطان شريف قاسم الاسلاميه الحكومية



CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Finola Nusfransa
ID Number : 21790125721
Date of Birth : January 14, 1994
Sex : Female
Test Form : Paper Based Test

Achieved the following scores on the
English Proficiency Test

Listening Comprehension	: 52
Structure & Written Expressions	: 52
Reading Comprehension	: 52
Overall Score	: 520

Expiry Date : April 15, 2020

The Head of Language Development Center



Drs. H. Kalayo Hasibuan, M. Ed.-TESOL
NIP. 196510281997031001



English Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
HP. 0852 7144 0823 Fax. (0761) 858832
Email : info@pusat-bahasa.info Website : pusat-bahasa.info



© Hak cipta milik

- Hak Cipta Dilindungi Undang-undang
1. Dilarang mengutip sebagian
 - a. Pengutipan hanya untuk
 - b. Pengutipan tidak merugikan
 2. Dilarang mengumumkannya



مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

LANGUAGE DEVELOPMENT CENTER
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU



شهادة الكفاءة اللغوية

اعطيت الى

Finola Nurfiansa

21790125721 : دفتر القيد
Female : الجنس
January 14, 1994 : المولود

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

40 : الاستماع
43 : القواعد
63 : القراءة
487 : النتيجة

مستعملة حتى : July 03, 2022



Arabic Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmadi Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP: 0852 7144 0823
Email : info@pusat-bahasa.info Website : pusat-bahasa.info



محى الدين شكرى الما جيسقير
رئيس مركز ترقية اللغة

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor	Keterangan
14/12/2019	check proposal instrument used in the study	KEAN	
12/12/19	corrected the instrument for further correction	KEAN	
21/12/19	check the instrument questionnaire + interview	KEAN	approved to further the data after necessary changes are made
10/12/2020	correcting the items of questionnaires	KEAN	
15/12/2020	check all chapters	KEAN	correct some mistakes
18/12/20	Final check of all chapters	KEAN	approved for the final defense

yang tidak perlu

Pekanbaru, 18-06-2020

Pembimbing I / Promotor *

[Signature]
M. Maruli, M.Ed. Pd

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor	Keterangan
1.			<i>[Signature]</i>	
2.			<i>[Signature]</i>	
3.			<i>[Signature]</i>	
4.			<i>[Signature]</i>	
5.			<i>[Signature]</i>	
6.		Final checking for all chapter	<i>[Signature]</i>	Approved

Catatan :

*Coret yang tidak perlu

Pekanbaru

20

Pembimbing II / Co Promotor *

by Dr. Sukhori,
S.Pd, M.Pd.

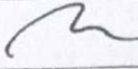
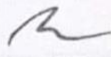
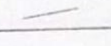
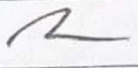
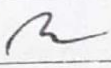
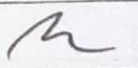
Date:

2020/06/18

185342-0700

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Finola Kusfransa
 NIM : 21790125721
 PROGRAM : ~~Pas~~ Pasca Sarjana
 PRODI : ~~PAI~~ PAI
 KONSENTRASI : ~~PBI~~ PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis 26 April 2018	Konsep Poligami menurut Muhammad Abdul		IBRAHIM
2				
3		Tradisi adat pernikahan suku di kec. tanah kabupaten inhil menurut		Angga Prasetya
4		Perspektif Islam		
5				
6		Makna Jabal dalam Al-quran dan korelasinya dg 'jaz ilmi		Kurnani
7				
8		Pembatalan Perkawinan perspektif Hg. puthasan agama pekanbaru		Andri Ihsan
9		No : 0568 dg ratusan pengadilan tinggi agama		munthe
10				
11		Analisis terhadap ayat dan hadits dlm buku pendidikan Islam		Fitrani asri
12				
13				
14				
15				

Pekanbaru, 26-4 2018
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : FIKIOLA NUSFIAWISA
 NIM : 21790125721
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	06-02-2018 Eks NUSFIAWISA	The concept of Islamic English (A study Of Ismail Ragi' Al-Farugi's Book 'Toward Islamic English)		
2				
3	Arma Novianti	An Analysis of phonetic English sound of letter and Alphabet songs for the first Grade of Elementary School		
4	6/2-2018			
5				
6	Endah Hardianti	A Content Analysis of reading material "In look A head"		
7	6/2-18	text book for senior high school of tenth grade students.		
8				
9	Alfireni	The analysis of descriptive text found in English text book		
10	6/2-18	"When English Rings A bell at junior High school for 7 Grade.		
11				
12	Hertani Saputri	The influence of using electronic portfolio on speaking performances at State Islamic Senior High School Pekanbaru.		
13	6/2/18			
14				
15				

Pekanbaru, 06-02 2018
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : FIKOLA XUSFIAJSA
 NIM : 21790125721
 PROGRAM : S2
 PRODI : PAI
 KONSENTRASI : POI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Kamis 26/4/2018	Diram kitan matan Al-jurumiyah karya Imam Sanhaji (Ibnu Ajrum) untuk matan		Rofiki almunawar
2		atas pembelajaran arab yg non arab (penjaran kitab matan Ajjurumiyah)		
3				
4		Keluarnya Amar dan makna yg sebenarnya kpd makna yg lam dan penerapannya		Hasanudin
5		dlm surat An-nisa (studi deskriptif analisis)		
6				
7		Efektifitas metode imfa dg Strategi Paragraf building untuk meningkatkan		Salman Hasan
8		maharah kitabah siswa madrasah aliyah muallimin Bangkinang Kampor		
9				
10		Peran manajemen dalam meningkatkan mutu pondok pesantren di kecamatan		Halomcan
11		Bangkang Kota Batam		
12				
13		Analisis Kesalahan bahasa arab dalam penulisan skripsi mahasiswa		Bustaman
14		urusan bahasa arab fak. tarbiyah dan kejuruan UIN SUSKA RIAU		
15				

Pekanbaru,
Direktur,

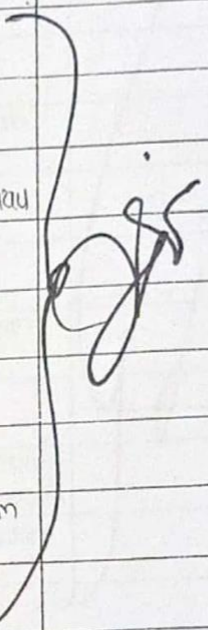
20....

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : FINOLA XUSFIAXSA
NIM : 21740125721
PROGRAM : Magister
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	27/-18, Jum'at	Kesehatan jiwa dg membentuk karakter dan implikasinya terhadap pendidikan Islam		Sarina
2				
3				
4		Pendidikan karakter Islam berbasis nilai-nilai kearifan lokal melayu Riau		Evi Xlan Eva
5				
6		Nilai-nilai pendidikan Islam dalam Klovei API. Tauhid karya Habibu-rrahman Al-syirazi		Very Fitra
7				
8				
9		konsep pengajaran iman dan Islam sebagai pembentuk kepribadian		Fitriana Tri
10		Islami dan (Study, pemikiran Srdi Ghazalba)		oktari
11				
12				
13				
14				
15				

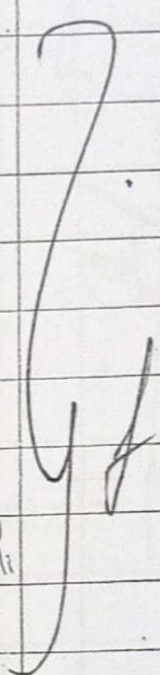
Pekanbaru, 27 April 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : FAYOLA NUSFIAWSA
 NIM : 21790125721
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	27/4-2018, Jumat	Manajemen Pendidikan kepribadian dan kemasyarakatan menurut pemikiran k.H Ahmad Dahlan		Wessi Susila
2				
3				
4		Integrasi Ilmu Pendidikan Islam dan Ilmu pendidikan umum menurut Muhammad Abtsir		Nadira Delasmi
5				
6				
7		Kesetaraan Gender dalam pendidikan Perspektif Ratna Elyanusyiah		Mutra Rahmi
8				
9		konsep Insan paripurna (Insan kamil) menurut pemikiran Imam Al-Ghazali dan Implikasinya terhadap kurikulum 2013		Fhadilah Ma'wa
10				
11				
12		Konsep kepemimpinan pendidikan Islam dalam perspektif Prof. Dr. H. Muhammad Tunus		Muramah
13				
14				
15				

Pekanbaru, 27 April 2018
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA
 NIM
 PROGRAM
 PRODI
 KONSENTRASI

FIKOLA XIUSEFIANISA
 21790125721
 Pasca Sarjana
 PAI
 PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Senin/ 21 Mei 2018	- The affixation analysis on English for Senior high school of tenth grade students		Hafni Marina
2		- An error analysis on the use of conjunction in sentence case study on the sixth semester at english education program of STAH		M. Rafi
3		Hubboul Wathan Puri academic year 2017-2018		
4		- The effect of using mnemonic device towards students' memorizing in reading text		Winda Jannatul
5		at second grade students of MTS Thamrin Yahya Rabbah hkr.		
6		- The concept of moral judgment according to Jean piaget and its relevance to		meni Fitriani
7		reading comprehension (study on books "The moral judgement of the child")		
8		- an analysis of sentence structure approach in 2013 curriculum in teaching english		made orvana Fitriani
9		as a foreign language (a book of Ridwan Abdullah Sam in pembelajaran		
10		scientific vs implementasi kurikulum 2013		
11		- empowering teaching performance in teaching (a study a book of Murrel		Fitri Zahara
12		sanville - fro. lce "Introducing second language acquisition		
13		- The effect transition action detarik (TAO) strategy on students' writing ability and their anxiety		Zakkyah Husna
14		at MTS Al-manawar pulau Raja,		
15				

Pekanbaru,
 Direktur,

20....

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA
NIM
PROGRAM
PRODI

Finola Kusfransa
21790125721
Magister
PAI
PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	wednesday, May 2 2018	The effect of using drama on the past grade Students' self esteem and their speaking ability at smk muham- madiyah 3 Terpadu. Pekanbaru		Roslina
2				
3				
4		The effect of using comic strips strategy on students' reading comprehension and writing ability at mts Nurul Islam Seresam Indragiri Hulu regency		Aneq
5				
6				
7				
8		The Influence of ICT perception on students' listening comprehension and speaking ability at faculty of engineering in Islamic University of Riau		Cinrya Kumalasari
9				
10				
11				
12				
13				
14				
15				

Pekanbaru,
Direktur,

20....

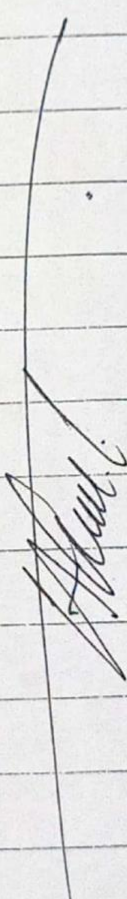
Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 150417701989031002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib mengikuti seminar 2 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA Finola Nusransa
NIM 21790125721
PROGRAM Pasca Sarjana
PRODI PAI
..... PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	2 Mei 2018	analisis pengaruh, capital academi raho financing to deposit raho,		
2		non performing finance, belar operational, pendapatan, operasional		
3		dan inflasi terhadap return aset pada bank umum syariah Indonesia		
4		tahun 2012-2016.		
5				
6		Pengaruh non performing finance dan dana pihak ke tiga terhadap return		
7		of Asset di moderasi oleh variable inflasi (studi pd bank pembiayaan		
8		rakyat syariah.		
9				
10		Pengaruh faktor ^{xx} fundamental terhadap harga saham perusahaan		
11		sub sektor pertambangan satu yg terdaftar di Islamic Index		
12		periode Januari 2012-2016		
13		Pengaruh motivasi dan budaya organisasi terhadap kepuasan kerja		
14		karyawan pd PT BRI syariah Cab. pku di tingkat ekonomi		
15		Islam.		

Pekanbaru,
Direktur,

20....

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19511230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar